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ABSTRACT

As part of the annual evaluation of Title I Elementary and Secondary Education Act (ESEA) projects, this report was produced. It is organized into six sections: (1) Programmatic Goals; (2) Evaluation Techniques; (3) Findings; (4) Discussion; (5) Summary and Conclusions; and (6) Abstracts of Project Reports. The abstracts are based on annual technical reports issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under ESEA Title I. Programmatic goals are organized into six project categories: comprehensive reading and mathematics, programs for limited-English-speaking-ability pupils, social sciences, supportive services, and nonpublic school projects. While the long term effects of Title I intervention are positive, the results herein reported appear moderated, the effect being more pronounced in mathematics than in reading. To the degree that standardized test scores constitute evidence of the impact of programs upon students, the data indicate that positive changes are taking place. (Author/GK)

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DIVISION OF FEDERAL
EVALUATION RESOURCE SERVICES

EVALUATION OF TITLE I

ESEA PROJECTS

1980-1981

Abstracts

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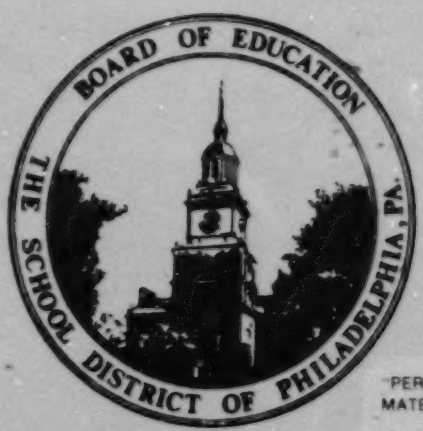

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OFFICE OF RESEARCH
AND EVALUATION

Report #8203

EVALUATION OF TITLE I ESEA PROJECTS, 1980-1981: Abstracts

Abstracts based on annual technical reports (Report #8204) issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act.

August 1981

Office of Research, Planning and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

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This report was prepared by the Division of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, and data analysis, was provided by the Division of Instructional Research and Development Services, Dr. Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. In most cases, projects were assigned to teams under the leadership of research associates; in every case, the team leader is named first. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs. USOE Grants #48-1131-51-500-01.

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*Separate technical reports on each of the District Reading Projects are issued annually by the Office of Research, Planning and Evaluation's Division of Priority Operations Evaluation Services. Although these projects are not treated in the Title I Technical Reports, they are included in the briefer volume of Title I Abstracts.

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INTRODUCTION

For the past thirteen years, the Office of Research and Evaluation (ORE) of the School District of Philadelphia has conducted an annual evaluation of the projects funded under Title I ESEA. Since 1973, the Division of Federal Evaluation Resource Services, one of the five units comprising ORE, has produced the annual evaluations of Title I in two volumes -- The Technical Report and the Abstracts.

During the 1977-1978 school year, the reporting format was modified to include the assessment of programmatic goals. This procedure has been continued for the current year.

Programmatic goals were developed in response to two factors. First, the Title I program was reorganized into six project categories which are: Comprehensive Reading, Comprehensive Mathematics, programs for Limited-English-Speaking-Ability Pupils, Social Sciences, Supportive Services and Nonpublic School Projects. Second, the current state regulations for the evaluation of Title I require behavioral objectives which must account for 100% of the participants and which express gains in Grade Equivalent units.

The balance of this report is organized into the following sections: (1) Programmatic Goals, (2) Evaluation Techniques, (3) Findings, (4) Discussion, (5) Summary and Conclusions, and (6) Abstracts of Project Reports.

PROGRAMMATIC GOALS

1. Comprehensive Reading

All participating, eligible Title I students in Grades 1-12 will improve their reading skills to the extent that they will obtain the estimated grade equivalent gain for their respective grades between the pre (February, 1980 and post (February, 1981) administrations of the Reading Comprehension subtest of the California Achievement Tests. The estimated average expected grade equivalent gain for each grade follows:

CAT READING SUBTEST

Grade	Comprehension Gain*
1	N/A
2	.40
3	.60
4	.67
5	.67
6	.69

Grade	Comprehension Gain*
7	.55
8	.49
9	.53
10	.54
11	.57
12	.59

*The implementation of the Title I Evaluation and Reporting System led to the use of the Vocabulary subtest for selection and the Comprehension subtest for evaluation of achievement.

2. Comprehensive Mathematics

All eligible Title I students will improve their mathematics skills to the extent that they will obtain the estimated average expected grade equivalent gain for their respective grades between the pre (February 1980) and post (February 1981) administrations of the Mathematics Computation subtest of the California Achievement Tests. The estimated average expected grade equivalent gain for each grade follows:

CAT MATHEMATICS SUBTEST

Grade	Computation Gain*
1	N/A
2	.55
3	.70
4	.77
5	.77
6	.80
7	.69
8	.64
9	.62
10	.64
11	.63
12	.62

*The implementation of the Title I Evaluation and Reporting System led to the use of the Concepts and Problems Subtest for selection and the Computation subtest for evaluation of achievement.

3. Limited English-Speaking-Ability Programs

A. The longer a pupil studies English to Speakers of other Languages (ESOL), the higher he/she will score on the Test of Aural Comprehension of English (TAC), when the pupil's background is taken into account. A regression equation computed on tests administered in March, 1981 will show a statistically significant relationship ($p<.10$) between the length of time a pupil studied ESOL and TAC score when sex, age, grade, place of birth, mother tongue, and length of residence on the mainland are controlled.

B. Pupils enrolled in ESOL will show increased facility in speaking English, as demonstrated by a statistically significant relationship ($p<.10$) between the number of months a pupil has studied ESOL and score on speaking sections of the ESOL screening test, when the pupils' background variables are controlled.

C. Instruction in the pupil's mother tongue will be provided in at least eight schools in order to assist pupils of limited English proficiency to master subject area content as they learn English.

4. Social Sciences

A. During the 1980-1981 school year, students in Grades 6-9 participating in the Education in World Affairs project (EWA) will improve their knowledge of global issues as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between the fall and spring administrations of the elementary and junior high school editions of the Global Issues Vocabulary Test.

B. During the 1980-1981 school year, students in Grades 10-12 participating in the EWA project will improve their knowledge of concepts related to international affairs and the working of international politics as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between fall and spring administrations of the revised International Political Information Test.

5. Supportive Services

A. School-community coordinators will complete more than 3.5 out-of-school conferences for each day of service. Conferences will be held primarily with parents or guardians of ESEA, Title I pupils based upon school or self-initiated referrals. In elementary, middle or Junior high schools, the major focus of attention will be in the increased parential involvement in the areas of pupil attendance, basic skills, work habit improvement, behavior and health of the target area pupils. In high schools, the major focus of attention will be in the increased parential involvement and support of the entry level pupil.

B. School-community coordinators will provide in-school services to a minimum of 20 participating ESEA, Title I pupils each month relative to their needs or problems. This will be verified by inspection of monthly reports maintained by the school-community coordinators.

C. School-community coordinators will provide ten cluster meetings of parents of ESEA, Title I children each year, related to topics of concern for needs of the children.

6. Nonpublic School Projects

The individual goals for each nonpublic school (NPS) project may be found within the NPS reports. This was done in order to accommodate the variety of projects.

EVALUATION TECHNIQUES

1. Comprehensive Reading

The following procedures were used in estimating pupil growth for the reading goal.

For eligible, participating students in Grades 1-6, the distribution of CAT-70 Reading Comprehension scores were examined. All students falling within the 1st-15th percentile range were assigned an average percentile rank of 8, the mid-point of that class interval (where there was no corresponding raw score, the next lower score was used). All students falling within the 16th-49th percentile range were assigned an average percentile rank of 32.5 (the mid-point of that class interval). The 8th and 32.5th percentiles were converted to Grade Equivalent (GE) scores for each grade. These GE scores were multiplied by the number of students in each grade in the respective percentile range and their sum was divided by the total number of students from the 1st to 49th percentile. This resulted in the estimated average GE per grade level for the subtest. This served as the estimated pretest score.

For eligible, participating students in Grades 7-12 the distribution of CAT-70 Reading Comprehension scores was examined. Since the Title I eligibility for these grades is CAT-70 scores below the 26th percentile, an estimation of the number of students scoring below this criterion was needed. Those students scoring in the 1st-15th percentile range were assigned an average percentile rank of 8. For students scoring within the 16th-25th percentile range, an average percentile rank of 20.5 (the mid-point) was utilized. Where there was no corresponding raw score, the next lower raw score was used. This percentile rank was converted to an average GE score and multiplied by the number of students in each grade falling within the 16th-25th percentile range. This figure

was added to the comparable figure for the 8th percentile, the total being divided by the number of students scoring below the 26th percentile. This served as the estimated pretest score.

Once 1980 CAT scores were used to obtain pretest scores, expected gains in terms of GE were computed. The following formula was used:

$$\text{Expected Gain} = \frac{\text{Pre mean GE}}{\text{Grade (to nearest month at pretest)}} \times \text{Interval between Tests}$$

The 1980 and 1981 CAT reading scores were used to assess the GE changes of eligible, participating students. Information was obtained on the number and percentage of eligible, participating students who equaled, exceeded or failed to obtain the estimated average expected GE gain. For specific information concerning individual components of the Comprehensive Reading Project, the reader is referred to the Abstracts of Project Reports section of this document.

2. Comprehensive Mathematics

For eligible students in Grades 1-6 the distribution of CAT-70 Mathematics Computation scores was examined. All students falling within the 1st-15th percentile range were assigned an average percentile rank of 8, the mid-point of that class interval (where there was no corresponding raw score, the next lower raw score was used). The 8th percentile was converted to the grade equivalent (GE) score for each grade and multiplied by the number of students scoring in the 1st-15th percentile range. The same calculations were made with the GE associated with the 32.5th percentile, the mid point of the 16th-49th percentile range. The total was divided by the number of students in these percentile ranges in each grade. This resulted in the estimated average GE per grade level for the subtest. This served as the estimated pretest score.

For eligible students in Grades 7-12 the distribution of CAT-70 Mathematics Computation scores was examined. Since the Title I eligibility for these grades is CAT-70 scores below the 26th percentile, an estimation of the number of students scoring below this criterion was needed. Those students scoring in the 1st-15th percentile range were assigned an average percentile rank of 8. For students scoring within the 16th-25th percentile range, an average percentile rank of 20.5 (the mid-point) was used. Where there was no corresponding raw score, the next lower score was used. This percentile rank was converted to an average GE score and multiplied by the number of students in each grade falling within the 16th-25th percentile range. This figure was added to the comparable figure for the 8th percentile, the total being divided by the estimated number of students scoring below the 26th percentile. This served as the pretest score.

Once 1980 CAT scores were used to obtain pretest scores, expected gains in terms of GE were computed. The following formula was used:

$$\text{Expected Gain} = \frac{\text{Pre mean GE}}{\text{Grade (to nearest month at pretest)}} \times \text{Interval between Tests}$$

The 1980 and 1981 CAT mathematics scores were used to assess the GE changes of eligible students. Information was obtained as to the number and percentage of eligible students who equaled, exceeded or failed to obtain the estimated average expected GE gain. For more specific information concerning eligible participants, the reader is referred to the Comprehensive Mathematics projects located in the Abstracts of Project Reports section of this document.

3. Limited English-Speaking Ability Program

A. Program evaluators and supervisors administered the Test of Aural Comprehension (TAC) in March, 1981 to all pupils who had studied in ESOL classes during the school year. Classes were divided at random into two groups. Half were tested with Form A, and half with Form B. A multiple regression analysis was computed to show the effect of variables on the score. The analysis was designed to show whether TAC scores increased more than could be expected if the pupils lived on the mainland but did not participate in the programs.

B. A stratified random sample of 200 pupils was tested with the ESOL Screening Test in April and May. A multiple regression analysis was used to determine if scores increased with increased amounts of experience in the program when the effects of background, variables (sex, age, etc.) was controlled.

4. Social Studies

A. Separate elementary and junior high Global Issues Information Tests were developed cooperatively by the evaluation team and the project staff. The items were drawn from the written materials and related activities provided by the project. A mastery criterion was selected by the project staff. The test was administered in the fall and spring to a random sample of participating students in Grades 6-9. It was expected that a significantly ($p < .10$) greater number of students would demonstrate mastery in the spring administration of the test than in the fall.

B. A revised International Political Information Test was developed cooperatively by the evaluation team and the project staff. The test items covered information related to political, economic, and social institutions drawn from the subscriptions, special briefing papers, and related activities provided by the project.

The test was administered in the fall and spring to a random sample of participating high school (Grades 10-12) students. It was expected that students' scores would show a significant ($p<.10$) increase on the posttest in the spring.

5. Supportive Services

A/B.

School-community coordinators (SCCs) recorded their daily activities on a SCC Daily Log. They then summarized the data onto a Monthly Report. The data from the monthly reports were collected. Data from sample months were tabulated and averaged. The evaluation team also conducted case studies with a sample of 10% of the SCCs by accompanying them during either a morning or an afternoon as they conducted their activities. These case studies were used to cross validate the activities recorded on the monthly reports.

C. An end-of-year fact sheet was collected from participating SCCs to determine the number of cluster meetings held and information related to these meetings.

6. Nonpublic School Projects

The techniques used to evaluate NPS projects are contained within their respective reports.

FINDINGS

1. Comprehensive Reading

Objective 1: All participating, eligible Title I students in Grades 2-12 will improve their reading skills to the extent that they will obtain the estimated grade equivalent gain for their respective grades between the pre (February, 1980) and post (February, 1981) administrations of the Reading Comprehension subtest of the California Achievement Tests (CAT).

Table 1 contains the estimated grade equivalent gains, the number of pupils tested, and the percentage of pupils who achieved the estimated gain for each grade in the Comprehension subtest of the CAT. In 8 of the 11 comparisons, a majority (i.e., more than 50 percent) of the pupils obtained the estimated grade equivalent gain. Overall, 50.8% of the 36,758 children tested achieved the estimated GE gain between the pretest and the posttest.

2. Comprehensive Mathematics

All eligible Title I students will improve their mathematics skills to the extent that they will obtain the estimated average expected grade equivalent gain for their respective grades between the pre (February, 1980) and post (February,

1981) administrations of the Mathematics Computation subtest of the California Achievement Tests (CAT).

Table 2 contains the estimated grade equivalent gains, the number of pupils tested, and the percentage of pupils who achieved the estimated gain for each grade on the Computation subtest of the CAT. In 4 of the 11 comparisons, a majority of the pupils obtained the estimated grade equivalent gain. Overall, 46.6% of the 36,200 children tested achieved the estimated GE gain between the pretest and the posttest.

3. Limited-English-Speaking-Ability Programs

The detailed evaluation findings are contained in the English to Speakers of Other Languages report.

4. Social Sciences

The detailed evaluation findings are contained in the Education in World Affairs report.

5. Supportive Services

The detailed evaluation findings are contained in the School Community Coordinators report.

6. Nonpublic School Projects

The detailed evaluation findings are contained in each of the Nonpublic School Project reports.

DISCUSSION

While annual evaluations have the advantage of determining the degree to which individual project goals are being attained, the sustained effects upon pupil progress would appear to have greater strategic value for the educational decision-maker and program planner. Even the use of broad programmatic goals, as reported above, is limited to a single 12-month period. The question becomes -- "How typical was this year in comparison to other years?" While projects and, indeed, programs may succeed or fail to attain annual goals, the fundamental question as to sustained programmatic impact upon children must, of necessity, span several years in order to be adequately addressed.

In order to examine the longitudinal impact of Title I, California Achievement Test data from 1974 and 1981 (spanning the school years 1973-1981) were analyzed.

Since the major thrusts of Title I are reading and mathematics, the total tests in these areas were used. Two basic questions were asked:

1. Has there been a reduction in the percentage of children scoring below the national 16th percentile in Title I schools?

2. Has there been an increase in the average score attained by children in Title I schools?

The information dealing with the reduction of the percentage of children scoring below the national 16th percentile may be found in Table 3. Historically, the 16th percentile marks the upper limit of the lowest achievement category. Children below the 16th percentile are those who have achieved significantly less than their national peers and, by definition, are most in need of Title I services.

Since 1974, in each grade for each academic area, there has been consistent, systematic reduction in the percentage of Title I children scoring below the 16th percentile. In reading, the amount of reduction ranged from 22% in Grade 6 to 5% in Grade 1. City-wide, within Title I schools, there has been a reduction of 14%. In mathematics, for grades 1 to 8, reductions of similar magnitude were noted. Since the distribution of scores has changed from 1974 (41% below the 16th percentile and 59% above) to 1981 (23% below the 16th percentile and 77% above), and since the total population tested is numerically similar, one can hypothesize that approximately 17% of the children have "achieved-out" of the lowest achievement category. This occurs when children attain higher test scores.

A two step analysis was conducted in order to determine the amount of average increase in reading and mathematics. This was accomplished by examining the percentile rank of the average pupil for reading and mathematics for each grade level. The first analysis compared the percentile rank of the average pupil for 1980 and for 1981. This was conducted because pupils received five weeks less service between September 1980 and the city-wide test (administered in February 1981) as the result of two labor disputes. The second analysis examined the percentile rank of the average pupil for 1981 and compared these standings with the 1974 baseline test scores.

With respect to the comparison of the percentile rank of the average Title I pupil for 1980 and 1981 for reading, increases were found for grades 4, 5, 6, 7, 8, 9 and 12; decreases were observed in grades and 1 and 2; and no change was found in grades 3, 10 and 11. For mathematics, decreases in the percentile rank of the average Title I pupil was noted in grades 1, 3 and 7; increases in grades 8 and 9; and no change was observed in grades 2, 4, 5, 6, 10, 11 and 12.

The amount of average increase in reading and mathematics between 1974 and 1981 is shown in Figures 1 and 2 respectively. Overall, the average achievement

for each grade level in both reading and mathematics has increased since 1974. This occured because the average child in each grade obtained higher achievement scores in 1981 than their 1974 grade level counter parts.

Thus, while the long term effects of Title I intervention is positive, the current year's results appear to have been moderated. This effect was more pronounced in mathematics than in reading.

SUMMARY AND CONCLUSIONS

To the degree that standardized test scores constitute evidence of the impact of programs/services upon pupils, eight years of data indicate that positive changes are taking place. Since the majority of the projects and services are essentially similar to those of 1974 and since the data span eight years, neither the Hawthorne Effect nor the regression effect constitute viable rival explanations for why our children are doing better. While it appears that Title I makes a difference, the need for a full school year of service would seem to be essential in order to maximizes its effect.

TABLE 1

PERCENTAGE OF TITLE I ELIGIBLE STUDENTS ATTAINING THE ESTIMATED GRADE EQUILVALENT GAINS IN READING COMPREHENSION

Grade	Estimated GE Gain	Number Tested	Percent Attained
2	.40	2539	52.0
3	.60	3025	52.9
4	.67	4942	47.8
5	.67	4526	53.0
6	.69	5319	55.6
7	.55	3335	48.1
8	.49	3107	54.6
9	.53	2902	51.5
10	.54	2928	50.7
11	.57	2409	36.1
12	.59	1726	51.2
TOTAL		36,758	50.8

TABLE 2

PERCENTAGES OF TITLE I ELIGIBLE STUDENTS ATTAINING THE ESTIMATED GRADE EQUIVALENT GAINS IN MATHEMATICS COMPUTATION

Grade	Estimated GE Gain	Number Tested	Percent Attained
2	.55	2599	62.8
3	.70	3059	61.7
4	.77	4944	30.8
5	.77	4527	55.8
6	.80	5343	50.3
7	.69	3353	45.0
8	.64	3147	47.1
9	.62	2754	44.8
10	.64	2668	44.7
11	.63	2233	29.9
12	.62	1573	33.2
TOTAL		36,200	46.6

TABLE 3

THE PERCENTAGE OF PUPILS IN TITLE I SCHOOLS WHO SCORED BELOW THE 16th NATIONAL PERCENTILE*

GRADE LEVEL	Total Reading		Total Mathematics	
	1974	1981	1974	1981
1	15	10	18	10
2	23	10	25	8
3	31	20	35	16
4	33	18	47	25
5	43	25	45	23
6	42	20	46	23
7	48	28	57	38
8	47	29	58	38
9	47	31		
10	62	41		
11	64	51		
12	60	48		
TOTAL	40	26	41	23

*NOTE: The percentage of pupils in Title I schools who scored below the 16th national percentile indicating low achievement has been substantially reduced since 1974 in each grade level. Also, Total Mathematics scores were not available in 1974 for grades 9-12, since the Concepts and Problems subtest was not administered until 1978.

TITLE I PROGRAMMATIC ACHIEVEMENT
READING ACHIEVEMENT 1974-1981
- CITYWIDE -

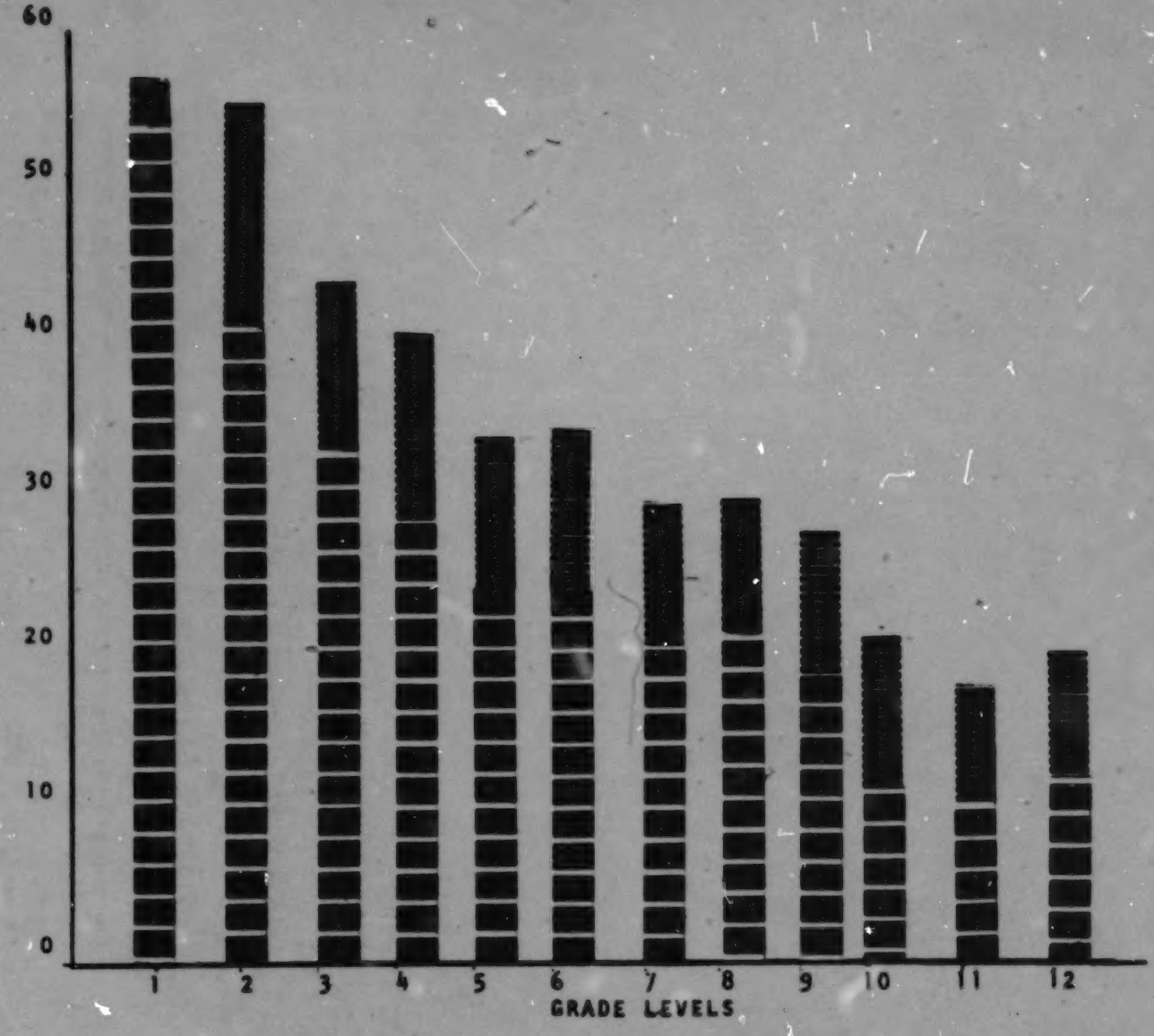

Figure 1. The average percentile for each grade 1-12 increased from 1974 to 1981. This means that the average achievement for each grade level has increased as measured by CAT - 70.

TITLE I PROGRAMMATIC ACHIEVEMENT
MATHEMATICS ACHIEVEMENT 1974-1981
- CITYWIDE -

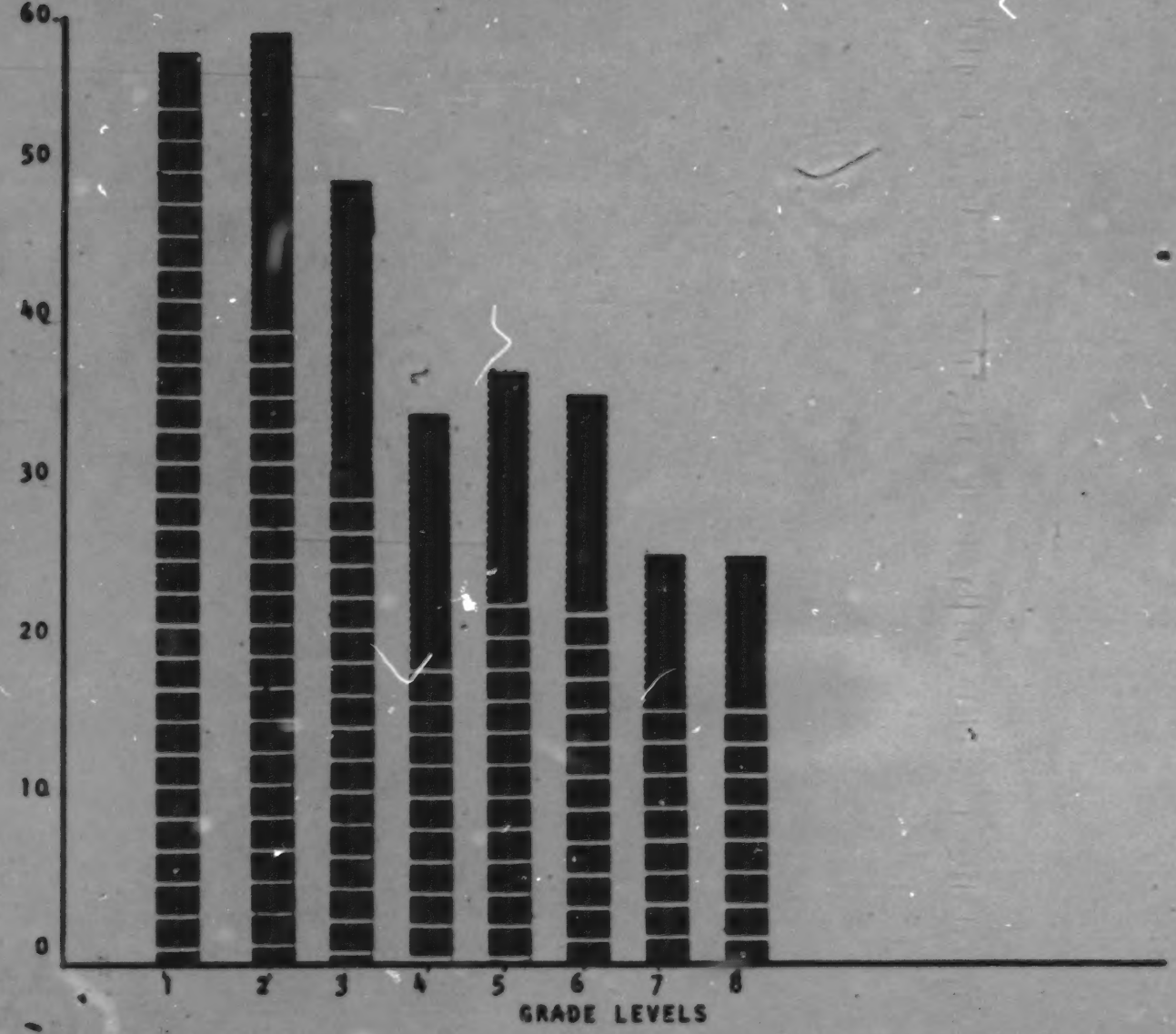

Figure 2. The average percentile for each grade 1-8 increased from 1974 to 1981. This means that the average achievement for each grade level has increased as measured by CAT - 70.

ABSTRACTS OF PROJECT EVALUATIONS

AFFECTIVE EDUCATION
Abstract

ADMINISTRATOR:	Earline Sloan
HEADQUARTERS:	Room 323, 21st Street and Parkway
TELEPHONE:	299-7776
PBRS CODE:	11-04-611
OPERATING YEARS:	1968-1981
GRADES SERVED:	K-12
NO. OF PUPILS:	Public 35,000, Nonpublic 8,000
NO. OF SCHOOLS:	Public 65, Nonpublic 3
NO. OF EMPLOYEES:	Professional 10, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	$419,900
SERVICE PROVIDED:	Project provides staff development services to teachers serving Title I students, develops and disseminates affective curricula and materials, implements a communications network for training in the teaching of basic communication skills, conducts intensive training for parents, conducts training in the theory and application of mastery learning and encourages schools through training and support to develop positive expectations regarding student performance and behavior.
EVALUATION TEAM:	Marion Kaplan, Mildred Asano, Janice Atkins, David Patton

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OBSERVED ACTIVITIES

The Affective Education Project (AEP) was fully implemented. Its services to Title I students eminated from five branches: Achieving Schools, Communications Network, Contract Services, Mastery Learning, and the Parent Training Program.

The Achieving Schools Project (ASP) is predicated upon the belief that having high expectations regarding student achievement is an essential characteristic of schools which are successful in educating children from low socio-economic backgrounds. Also, it is essential that these expectations be shared by all school personnel and parents. During the 1980-1981 school year, ASP worked intensively with 100 teachers from four schools (two schools were new to the project). They also worked with administrators, paraprofessionals, and parents. Training and support in the form of meetings, workshops, conferences, and classroom observation/demonstration focused on teacher behaviors that convey expectations, the characteristics of an effective school, and ways to use time more effectively. Each school received an intensive program including a review of existing conditions, the establishment of academic standards, the development of recognition systems for academic achievement and monitoring systems for academic goals, and role counseling for principals. Staff services to each school were adjusted to the needs of the particular school and its time in the program.

The Communications Network (CN) helped teachers, paraprofessionals, and administrators deal with the affective aspects of written composing. At the elementary school level, participants attended five all-day workshops between November and April and a series of after-school meetings at their own schools. In addition, CN staff provided them with bi-monthly classroom follow-up. Participants received training in the elements of Success Learning as applied to the teaching of written composing. Topics included use of goal statements, direction setting, motivational factors in learning activities, evalution of student work, and providing feedback.

The Contract Services component provided general training and information sharing to facilitate educators' efforts in motivating students to acquire basic skills. This component provided workshops for 2,300 teachers, administrators, paraprofessionals, and parents. Fifty schools were served. Training topics included an introduction to mastery learning, test-taking tactics, oral communication, and written and oral composing.

The Mastery Learning Project provided 26 hours of training for 130 teachers (grades K-12) in the philosophy and methodology of mastery learning. This educational approach rests upon two basic assumptions: (1) virtually all students can learn the basic academic content of any given unit of study to a level of excellence and (2) the primary function of the schools should be to define mastery goals and to help all students achieve them. Specific topics addressed included unit writing, test construction, goal statements, alternative learning strategies, higher order thinking skills, and overcoming the psychological blocks to learning. Project staff also provided four to six on-site consultative visits to each participant.

The Parent Training program, in recognizing the need for collaboration between home, school, and community, provided training for parents in appropriate ways to help their children succeed in school and in child-rearing approaches recognized as essential to the psychological, physical, and intellectual growth of children. During the current school year the AEP parent-training staff conducted training for approximately 1,500 parents from 40 schools and 12 community centers and daycare centers. Also, presentations were made at several parent conferences. The sessions ranged from one workshop to a series of three workshops at one site. The major content areas of training included discipline versus punishment, developing social skills in children, parents as a resource, and parent-child communications.

ATTAINMENT OF OBJECTIVES

Objective 1: Students whose teachers receive training and support from the Communications Network component will evidence significant ($p<.05$) improvement in writing skills as measured by pre and post administrations of a picture stimulus test.

The objective was attained. A picture stimulus test was administered during the fall (pretest) and spring (posttest) to all students of a sample of project participants. The students were directed to write a story about the picture presented to them. The students were given an unlimited amount of time to write, and they were encouraged to write a complete story. Project staff and the evaluation team used a holistic procedure for scoring each paper. Each paper was read by two scorers, and separate scoring sessions and analyses were conducted for each grade level. The tests were scored without knowledge of time of testing (pretest or posttest).

Statistically significant ($p<.05$) pretest to posttest gains in mean score were obtained at each of the grade levels. The average gains ranged from 0.5 (grade 6) to 1.6 (grades 2-3) points on the 7-point holistic scoring scale. The proportions of students showing improvement of one or more points were: grades 2-3-65%, grade 4-55%, grade 5-58%, grade 6-54%, and grade 7-55%. Writing skill improvement means improvement in areas such as use of more complex sentence structure, satisfactory punctuation and spelling, and ability to express several thoughts on the same subject.

Objective 2: Students whose teachers receive training and support in Mastery Learning will learn basic academic curricula with greater success than previously reported to the extent that 70% of these students will master (obtain a minimum score of 80% correct) 80% of the unit tests during the school year.

The objective was attained at the kindergarten, primary, and intermediate levels, but not at the junior and senior high levels.

Scores on 1,021 units of study taught by 130 teachers using the Mastery Learning approach were analyzed. At the kindergarten level, at least 70% of the students achieved mastery on 38 (83%) of 54 units. At the primary level (grades 1-3), 203 (84%) of 243 units were mastered by at least 70% of the students. For grades 4 to 6, at least 70% of the students achieved mastery on 204 (82%) of 251 units. The proportions of units mastered at the junior and senior high levels were 60% (of 275 units) and 58% (of 69 units), respectively.

When the scores were examined without regard to grade level, 760 (74%) of 1,021 units were mastered by at least 70% of the students. These are noteworthy results for Title I students. In effect seven of every ten students achieved an A or B letter grade for their performance on six of every ten units studied at the secondary level and on eight of every ten units studied at the elementary level.

Objective 3: At least two-thirds of the teachers receiving training and support in expectations will report, on a specifically designed survey, significant changes in at least two teaching behaviors and in at least two school-related operational characteristics that have been identified as critical elements of the network of expectations that support learning.

The objective was not attained. Fifty-seven (63%) of 90 teachers reported significant positive changes in two or more teaching behaviors, and 49 (54%) reported significant positive changes in two or more school-related operational characteristics. In addition to the "significant" changes, 81% of the teachers indicated some changes in at least two teaching behaviors, and 74% indicated some change in at least two school-related operational characteristics.

Further analysis revealed that for each of the 14 teacher behaviors listed, at least 10% of the teachers indicated that they had made significant changes in the specific behavior. Those behaviors most frequently reported as changed to a significant degree were: explicit recognition of student achievement (30 teachers), wait-time for student response (27 teachers), and making goal statements (27 teachers). School organizational characteristics most frequently reported changed to a significant degree were: school-wide standards for students' achievement (28 teachers) and amount of faculty meeting time devoted to students' academic needs (27 teachers).

Objective 4: A select group of at least ten parents will receive training and support in the philosophy and techniques of parenting and will, in turn, train an additional group of at least 50 parents to the extent that at least 70% of these parents will express an understanding of at least two basic concepts or procedures and will provide an illustrative example where two concepts or procedures are most appropriately applied, as indicated by a survey.

The objective was attained. Affective Education staff members provided 18 hours of training in the philosophy and techniques of parenting to a cadre of ten parents. These parents in turn presented workshop series for 350 other parents on topics listed in the observed activities section of this report.

The Parent Training Survey was administered to a sample of 83 parents upon completion of their training series. Analyses of their responses revealed that 64 of the respondents demonstrated knowledge of at least two concepts, and 65 were able to give illustrative examples of the application of the concepts.

IMPACT

The project was fully implemented according to its intended mode of operation. Services to Title I students were provided through five branches of the Affective Education Project: Achieving Schools, Communications Network, Contract Services, Mastery Learning, and Parent Training.

Two of the project's objectives were attained, one was partially attained, and one was not attained. It was found that students of Communications Network participants improved in their writing skills from the beginning to the end of the school year, with 54% to 65% of the students at each grade level gaining one or more

writing skill levels. Even though the expected results for student performance on mastery learning were not quite attained at all levels, it should be noted that results were quite good for Title I students. Seven of every ten students attained an A or B on at least seven of every ten units of study. Slightly less than two-thirds of the teachers indicated that participation in the Achieving Schools project facilitated significant positive changes in two or more teaching behaviors, and more than half of them indicated positive changes in at least two school-related operational characteristics. Finally, three-fourths of the parents who responded to the Parent Training Survey expressed an understanding of two basic concepts or procedures of the training sessions.

Even though all project objectives were not attained, each of the components was able to demonstrate some degree of positive change. Overall, AEP appears to have had at least some impact on large numbers of teachers, parents, and students in several different kinds of affective education endeavors.

BASIC SKILLS READINESS
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Room 204, 21st Street and the Parkway
TELEPHONE: 299-7842
PBRS CODE: 11-06-504
OPERATING YEARS: 1981
GRADES SERVED: Kindergarten
NO. OF PUPILS: 260
NO. OF SCHOOLS: 6
NO. OF EMPLOYEES: 7 Professional, 3 Paraprofessional
CURRENT BUDGET: $174,600 (1/2 year)
SERVICE PROVIDED: Readiness skills for English and Spanish dominant children
EVALUATION TEAM: Robert Offenberg, Robert Epstein, C. Rodriguez-Acosta

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OBSERVED ACTIVITIES

This project was formerly the preschool component of the Bilingual Education project. It was fully implemented. The instructional emphasis of the observed classes was on the acquisition of English vocabulary and readiness skills.

The program is intended to serve both English and Spanish-speaking pupils in bilingual half-day kindergarten classes. The ethnic composition of the five classes observed by the evaluators varied from about half to over ninety percent Spanish-speaking pupils.

Monitoring visits to the classes and to a staff meeting indicated that Spanish was frequently used by teachers and aides to explain concepts to Hispanic children. The instructional approaches observed made use of songs, film, and hand puppets. Small groups supervised by aides were used to facilitate the instruction in the linguistically heterogeneous classes.

The content of the classes appeared to be appropriate for attaining the objectives. The names of numbers, the names of animals, and the sounds of letters in English are examples of what was being taught when classes were observed.

ATTAINMENT OF OBJECTIVES

Objective 1: Non-English dominant pupils will improve their English language skills to the extent that, between September and May administrations of the

James Language Dominance Test, 75% of the pupils classified as Spanish Dominant will advance to another category (indicating a greater degree of bilingualism), and the mean score for all pupils will increase significantly ($p<.05$).

This objective was attained. One hundred sixty-two pupils were examined with the English and Spanish sections of the James Language Dominance Test at the beginning and the end of the school year. One hundred forty-two of these pupils were in Category One, "Spanish Dominant," when they were first tested. All but one of these pupils advanced to a higher category, thus the percentage exceeded 75%.

One hundred sixty-three pupils were given the English section of the James Language Dominance Test during the fall and the spring. The fall mean score was 26.0, the spring mean score was 35.6. All but one pupil's score increased from pretest to posttest, and the .05 significance criterion was surpassed.

Objective 2: Participating English-speaking kindergarten pupils will develop their reading readiness skills to the extent that, in May, they obtain mean raw scores of 18 on Part 3 (Letters and Sounds) and Part 4 (Aural Comprehension) of the Stanford Early School Achievement Test.

This objective was attained. The mean score of the 65 English dominant pupils who were tested on the Letters and Sounds test was 24.03. The mean score of these pupils on the Aural Comprehension subtest was 19.2.

IMPACT

The project was fully implemented. All sites served both Hispanic and English-speaking pupils, but the percentage of English-speaking pupils varied greatly from school to school. Spanish dominant pupils attained the objective of learning more English and becoming more English dominant. English dominant pupils met the criterion of the objectives on both the Letters and Sounds and the Aural Comprehension SESAT posttests. Thus, there was a satisfactory level of attainment of reading readiness skills.

BENCHMARK
Abstract

ADMINISTRATOR:	Edmund J. Forte
HEADQUARTERS:	Room 118, 21st Street and Parkway
TELEPHONE:	299-7819
PBRS CODE:	11-02-507
OPERATING YEARS:	1974-1981
GRADES SERVED:	4-6
NO. OF PUPILS:	1,122
NO. OF SCHOOLS:	33
NO. OF EMPLOYEES:	Professional 36, Paraprofessional 66, Clerical 2
CURRENT BUDGET:	$2,146,600
SERVICE PROVIDED:	Teachers assisted by aides provide intensive instruction in the basic skills (with emphasis on reading and mathematics) to reduced-size, self-contained classes.
EVALUATION TEAM:	Arnold Escourt, Fleta B. Waters, Mildred Asano

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OBSERVED ACTIVITIES

The project continued to use the model of a self-contained classroom with a teacher and aide serving seventeen low achieving Title I eligible pupils. The teaching of reading and mathematics skills was given the greatest emphasis. Helping the children develop self-esteem and good study habits were also areas of concern.

During the 1980-81 school year three schools were added to the program and one was closed. Thus there was a total of 33 schools and 66 classrooms served. The evaluation team visited ten of the sites and observed 14 of the classroom teachers. This year there were eight new teachers and three new aides. Three sites operated for long periods without aides. The number of new teachers and substitutes has become an area of concern for the project.

In the classrooms that were observed, the areas were arranged with various groupings of student work areas, material centers, and open spaces. Pupils' work was prominently displayed and varied in content from written expression to art. Teachers tended to change their activities at approximately 15 minute intervals. Pupils were shifted from task to task and area to area smoothly and worked diligently at their tasks.

Teachers usually worked with six to ten children in one group with the aide assisting a second group. Pupils were usually organized into three or four

groups with some pupils assigned to individual tasks. Groupings of pupils changed as activities changed.

Each month, coordinators planned and conducted full-day staff development sessions, with half of the teachers and aides being served one day and the other half of the group being served on a second day. These sessions allowed the presentation of new ideas, approaches, and methods; allowed the sharing of ideas among teachers and aides; and provided needed time for administrative detail work. The coordinators were observed visiting teachers to assist them with problems or questions, to deliver materials, and to assist the inexperienced teachers with testing or other procedures.

The project continued to implement creative ideas such as the trip to the circus, display days, pen pals, etc. The Teacher Advisory Committee and Parent Advisory Committee also provided channels of communication and forums of concern.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils participating in the Benchmark project will improve their skills in reading such that 55% will achieve 90% mastery on the phonics test administered, and 50% will gain two book levels or more on the reading inventories administered.

Both parts of this objective were attained. Pupils were administered a machine scorable phonics test in October and May to assess their phonics skills. The posttest indicated that 56.7% of the 334 pupils equalled or exceeded the mastery criterion objective. (The pretest indicated that only 28% of the pupils had mastered these skills earlier).

The standardized reading inventory was individually administered to each pupil in all the classes in October and May. The data indicated that 60% of the pupils gained two reading levels or more during the year. When the pupils entered the program in the fall, the average reader was at a Book 2 level. By the end of the year this level increased to a Book 3 level, a gain of one year of skills.

Objective 2: Pupils participating in the project will improve their mathematics skills such that 70% of the pupils will gain one level and 35% will gain two or more levels on the Philadelphia Mathematics Evaluation Test. Participating pupils are defined as those attending 80% of the time.

The objective was attained. All pupils were tested with the mathematics levels tests in October and May. Data submitted by the teachers indicated that 44% of the pupils advanced two or more math levels and 39% gained at least one

level. Thus, 83% attained at least one math level. The average starting point in math was between level 6 and 7 and improved to a level 8 by the end of the year.

IMPACT

The Benchmark Project has been providing an effective cognitive program emphasizing the areas of reading and mathematics skills for the past seven years. The low-achieving pupils have consistently met the objective set for them. The project coordinators, teachers, and aides worked as a team to solve the ongoing problems that occured to improve the educational environment in the classrooms.

The pupils were observed to be well-behaved and have high levels of task concentration when doing their assignments. The director and coordinators have implemented a parents council and a teachers advisory group. Displays of pupils' work, a total group trip to the circus, and recognition of the contribution of teachers and aides served to build morale and a spirit of unity. Benchmark continues to have a beneficial impact on the children served.

BILINGUAL EDUCATION
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-538
OPERATING YEARS:	1972-1981
GRADES SERVED:	K-12
NO. OF PUPILS:	Nonpublic 640
NO. OF SCHOOLS:	Nonpublic 14
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 12, Clerical 2
CURRENT BUDGET:	$633,400
SERVICE PROVIDED:	Instruction in English language and/or basic skills is provided, in three different settings, for children of limited English speaking abilities.
EVALUATION TEAM:	Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. It is designed to enable pupils to participate in regular programs with their English-speaking peers as early as possible. Reading is stressed at all levels of the program.

This project consists of two components, the Cariño Center and the Auxiliary Teacher Component. A bilingual kindergarten program, formerly a part of this project, is now the Basic Skills Readiness project.

The Cariño Center offers a full-time bilingual program for monolingual Spanish-speaking pupils in grades 4-8. In two on-site visits small groups of pupils with similar grade levels were observed receiving help, from either the teacher or the aide.

Pupils usually attend the Cariño Center for one or two years. At year's end, the Cariño Center staff reviews pupil progress and, if basic skills in English have been mastered, pupils are returned to the feeder school. There, special instruction is continued through the auxiliary teacher component, which provides intensive English language-arts instruction.

The auxiliary teacher component was monitored in seven visits made to the feeder schools. This was the first year that the use of the mother tongue was observed at the sites that serve speakers of Spanish. The length of classes at these schools varied from 30 minutes to two and one half hours per day, depending on the level of service needed and the organization of the school.

Two of the sites serve pupils from Southeast Asia. A full-day program was conducted, but pupils who had returned to the regular classroom were reported to receive additional help in content areas. The facilities at the high school site were considered inadequate by the evaluators, and the lesson observed was the only instance of "grammar translation" observed at any of the sites. This lesson stressed formal recognition of obscure grammatical categories rather than the more commonly accepted practice of emphasising the acquisition of language through context.

Although most of the sites serve either Hispanic or Southeast Asian pupils, one of the feeder schools serves a small number of pupils from other language groups. As in the past, project personnel have placed great emphasis on assuring the eligibility of each pupil for service.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in grades 1-10 will increase their instructional levels to the extent that, between September pretest and May posttest, 80% of them will gain at least one book level, as measured by the Houghton-Mifflin Informal Reading Inventory.

This objective was attained at sites serving Hispanic pupils, and considered attained at sites serving Southeast Asian pupils, where the evaluation design used was not the one described by the objective.

At program sites serving Hispanic pupils, 188 were examined with the Houghton-Mifflin Informal Reading Inventory two times during the school year. Thirty-eight pupils at these sites were not tested in the fall of 1980. These pupils were excluded from evaluation of the objective. One hundred fifty three pupils (83%) had posttest scores that were one or more reading levels higher than their pretest scores, thus the objective's criterion was exceeded.

At the two sites serving Southeast Asian pupils, the Stanford Achievement Test reading subtests were administered to 88 pupils in grades 1-12. Elementary school pupils were given Primary Level 1, and secondary school pupils were given Intermediate Level 1. Vocabulary, Reading Comprehension, and Total Reading scores were found to be positively and statistically significantly ($p<.05$) related to the number of months the pupils studied in the program when the effects of time in the United States, age, home language, sex, school (elementary or secondary), and program type (full-time or part-time) were controlled statistic This is evidence that the rate that pupils learned to read English was accelerated by program participation.

Objective 2: Cariño Center pupils will develop their mathematics skills to the extent that, between September pretest and May posttest, 60% will make a month-for-month gain in GE score, as measured by the Key-Math Diagnostic Arithmetic Test.

This objective was attained. Twenty-three Cariño Center pupils studied mathematics and were tested in September and May. Seventeen gained 8 or more months during the 8 month period. The average gain was one year and two months.

IMPACT

The project was fully implemented. The first language of the pupils was frequently used as an instructional tool, but the goal of the instruction was performance in English.

The objectives regarding the acquisition of reading and mathematics skills by Hispanic pupils were attained. More than 80% of them gained one book level in reading, and more than 60% of the Cariño center pupils made month-for-month gains in arithmetic. The growth of Asian pupils in reading skills exceeded the level required for statistical significance in the posttest-only design used to evaluate their performance.

COMPREHENSIVE MATHEMATICS PROJECT
ELEMENTARY MATHEMATICS RESOURCE TEACHERS AND AIDES
Abstract

ADMINISTRATOR:	Alexander Tobin/James Bonner
HEADQUARTERS:	Room 311, 21st Street and Parkway
TELEPHONE:	299-8919
PBRS CODE:	11-02-523
OPERATING YEARS:	1972-1981 (Formerly Mathematics "A")
GRADES SERVED:	1-6
NO. OF PUPILS:	40,000
NO. OF SCHOOLS:	114
NO. OF EMPLOYEES:	Professional 117, Paraprofessional 80 (part-time), Clerical 2
CURRENT BUDGET:	$4,355,600
SERVICE PROVIDED:	The mathematics resource teacher gives remedial instruction to groups of selected pupils, seriously deficient in mathematics skills, and direction and training to mathematics teachers to implement the school's program and improve teaching skills.
EVALUATION TEAM:	Arnold Escourt, Mildred Asano, Fleta B. Waters

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OBSERVED ACTIVITIES

The Elementary Mathematics Resource Teacher (EMRT) Project was fully implemented as planned during the 1980-1981 school year. Four half-day staff development sessions were planned and conducted by the project coordinator for 115 EMRTs and 80 part-time math aides. Workshop topics included Geometry for Elementary Teachers, Conducting Faculty Meetings, What is Mastery Learning?, and a Review of Title I Regulations and Procedures. An all-day conference focusing on the "Underachiever in Mathematics" was held at Beaver College. Three additional workshops held for the aides were conducted by the Aide Supervisor. In one session, aides were instructed on the content and methodology of teaching unit placement in the decimal system. In the second, aides made instructional games and in the third they were shown how to use existing materials.

Ten EMRTs were interviewed, and 13 were observed conducting remediation. Interview responses indicated that, depending on the length of each session (i.e., 30 or 45 minutes), EMRTs allotted 15-20 periods to remediation weekly. Remediation was provided to 74-87 students (an average of 78 students per EMRT) three times a week. Selection for the project was based on students' Concepts and Problem Solving scores (lowest scores were given first priority) from the California Achievement Tests and their class rosters. Other Title I students who could not be scheduled into the remediation groups were provided services by the EMRTs through individualized or group instruction within their regular math classes or, indirectly, through assistance to their classroom teachers.

EMRTs assisted classroom teachers through staff development, diagnosis and prescription, and making or organizing instructional materials for their use. The EMRTs' staff development efforts included presentations (e.g., faculty meetings, demonstration lessons), planning and implementing workshops, and one-to-one conferences. Parental contacts were conducted to inform parents of their children's progress in remediation, to suggest materials or activities that they could undertake to assist their children at home, and to invite them to workshops specifically designed for parents.

Of the 15 students expected at each remediation session, the attendance observed averaged 12.6 students. When remediation was observed, information was recorded for a five-minute scanning period. (If multiple activities occurred during an observation scan, the total percentage of activities exceeded 100%.) Across all groups, activities focusing on basic computational skills were observed during 53% of the scans, system numeration skills during 13%, fraction skills during 8%, practical application skills during 5%, and other skills during the remainder of time. EMRTs used a variety of instructional materials including manipulative materials, educational games, worksheets, and computers/calculators. In 11 of the 13 remediation classes, all students worked on the same activity for most of the session, while in two classes, students were organized in small groups and worked on activities appropriate to their skill levels.

Eighty mathematics aides were assigned to selected schools to assist EMRTs and other classroom teachers. The activities of the aides were assessed by a periodic review of their Daily Activities Log and by observations. Six Math Aides were observed assisting students by circulating among students and by working with one or small groups of students. During most activities, aides assisted pupils with workbook or worksheet assignments.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in grades two to eight who attend at least 70% of the remediation sessions between October and April will improve their mathematics skills to the extent that they gain an average of two levels on the Numeration, Whole Number, and Fractional Numbers sections of the Philadelphia Mathematics Evaluation Tests during the ten-month school year.

This objective was attained. Title I pupils selected for remediation were tested by their EMRTs in October and in May to assess their levels of mathematics attainment. The Philadelphia Mathematics Evaluation Tests (Levels Test) were used to diagnose pupils' skills and used as an indicator of growth within the sequential mathematics teaching system. In May, EMRTs used the Title I Evaluation and Reporting System (TIERS) forms to record pupils' attendance for the year, late entry or early exit, and fall and spring Levels Test scores.

Of 8,858 pupil records received, 1,417 records were deleted due to missing levels data, incomplete attendance information, unreadable or inaccurate data

entries, or incorrect pupil or school identification data. After the editing procedure, 7,441 pupil records were used for the evaluation of this objective.

Because each of the levels differs in difficulty and other characteristics, the median difference in growth was used to measure this objective. For those pupils in this program with usable data (7,441 pupils), the median gain was 2.15 math levels. This result exceeds the criterion of two levels gain.

Objective 2: Fifty percent (50%) of these pupils will exceed their February 1980 percentile ranks on the 1981 administration of the Computation Section of the California Achievement Tests, and 15% of those pupils scoring below the 16th percentile will improve their scores.

This objective was attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to students served in Title I schools during February in 1980 and 1981. As described in Objective 1, the TIERS form was used to collect data on each pupil served. Of the total 8,858 pupil records received and edited, it was found that achievement test data were available for 5,700 pupils who met the editing criteria. When the data were reviewed on a pupil-by-pupil basis by attendance, it was found that 2,452, 50% of the 4,90? pupils with at least 70% attendance, had exceeded their 1980 percentile ranks. Of the 1,931 pupils within this group who had scored below the 16th percentile in 1980, 42% (812) scored at or above the 16th percentile in the 1981 testing.

A review of the data of the 799 pupils who attended less than 70% of their remediation sessions indicated that 44% had exceeded their 1980 percentile ranks in 1981. It was also found that 378 pupils had scored below the 16th percentile in 1980, and 32% of these pupils scored at or above that level in 1981.

Objective 3: The Elementary Mathematics Classroom aides will assist the Elementary Mathematics Resource Teachers or classroom teachers of Title I pupils by working at least 75% of the time with individuals or small groups in the mathematics center or the classroom during a mathematics lesson and not more than 25% of the time performing clerical work, performing housekeeping tasks, and/or preparing and maintaining instructional materials. These activities will be verified by the evaluator's examination of the aide's Weekly Summary of Activities Log and observations made with the Observational Checklist. Aides will be assigned to work with participating pupils in grades 2-3, 4-6, and 7-8.

This objective was attained. During three one-week periods in November, January, and April, aides recorded their activities and submitted a log sheet for each weekly period. The summary of the three sample weeks for the aides indicated that 81% of their employed hours were in providing direct service to individuals or small groups of pupils.

IMPACT

Since 1972, the EMRT project has been providing mathematics instruction to Title I children and assistance to their teachers. As in past years, the project was implemented as planned in 115 schools and provided remediation to 8,858 eligible pupils. Part-time Math Aides were available to assist EMRTs and classroom teachers in 80 schools. Aides were found to assist individuals or groups of pupils during 81% of their employed hours.

Data analysis indicated that pupils improved their math skills as expected. When pupils' fall Levels Test scores were compared to their spring Levels Test scores, it was found that the median gain for pupils who met the attendance criterion was 2.15 (more than the objective of two levels). A review of pupil gains based upon the California Achievement Tests showed that 50% exceeded their 1980 percentile rank scores, and 42% of those pupils scoring below the 16th percentile in 1980 scored at or above the 16th percentile this year. Teachers and aides in this project have provided the proposed services and have demonstrated their skills and commitment through the attainment of project objectives.

COMPREHENSIVE MATHEMATICS PROJECT
JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALISTS
Abstract

ADMINISTRATOR:	Alexander Tobin/Alan Barson
HEADQUARTERS:	Room 311, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	11-03-523
OPERATING YEARS:	1975-1981 (Formerly Mathematics "B")
GRADES SERVED:	7-9
NO. OF PUPILS:	3,000
NO. OF SCHOOLS:	22
NO. OF EMPLOYEES:	Professional 23, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	$782,500
SERVICE PROVIDED:	A mathematics specialist provides staff development to teachers, remediation to eligible pupils, and leadership in implementing the school's mathematics program.
EVALUATION TEAM:	Arnold Escourt, Mildred Asano, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented during 1980-1981. Nineteen of the 22 Junior High School specialists were interviewed and observed working with their remediation groups. Student eligibility for remediation was based on Concepts and Problem Solving percentile ranks from the California Achievement Tests (below the 26th percentile). The specialists used the schools' student records or Title I Priority Lists to roster students into the remediation labs. Students with the lowest scores were given first priority. Students were grouped primarily on the basis of grade levels. A second consideration was to determine if the students' schedules permitted them to miss class sessions from two subject areas once a week (e.g., social studies and science).

All but one specialist allotted 16 periods per week for the remediation of pupils. On the average, teachers allotted five periods to staff development, two periods for monitoring students' progress and prescribing programs of instruction, two periods to record keeping and making or organizing instructional materials, and two periods to assisting in the regular math classrooms.

The project director planned and provided seven, half-day staff development workshops for the specialists and encouraged them to attend the annual meeting of the Pennsylvania Council of Teachers of Mathematics (PCTM) in Harrisburg. Workshop topics included problem solving, motivational activities, mathematics and card games, and geometric patterns. Overwhelmingly, the specialists found these

sessions valuable. They commented that the sessions provided them with an opportunity to learn ideas and techniques, share experiences, and obtain information about events and programs occurring within the School District.

Math remediation was observed with 26 groups in 19 math labs, during a demonstration lesson, and in a regular math classroom. The observation checklist was used to record every five minutes of activity for periods of time up to 45 minutes. During each five-minute period (one scan) the topic, activities, materials, and procedures were recorded (when multiple activities occurred during a scan, the total percentage exceeded 100%). Within the 19 math lab settings, displays relating to math were posted in 16 labs, teacher-made materials were displayed in 12 labs, and students' work was posted in four labs. Seven teachers were observed using a single mode of instruction, while 12 teachers used two or more forms.

The specialists were frequently observed circulating among students (58%), using the total class approach (40.3%), and using individualized instructional techniques (13.6%). Teacher-student interactions were observed occurring most frequently while the teacher checked the student's work (60.7%). Other verbal interactions involved concept development (10.8%) and reviewing and drilling students. Activities focusing on basic computation skills occurred during 79% of the observed activities, fraction skills during 24.4%, decimal skills during 9.7%, and all other activities, 24.5% (e.g., graphing, practical application). Instructional materials observed in use included worksheets, learning games, calculators, computers, textbooks, and learning kits.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 7-9 who attend at least 70% of their remediation sessions will improve their mathematics skills to the extent that, on the February 1981 administration of the Computation section of the California Achievement Tests, 20% of these pupils will exceed their February 1980 percentile ranks.

This objective was fully attained. The Mathematics Computation section of the California Achievement Tests (CAT), administered to students in Title I schools in February 1980 and 1981, was used to assess achievement gains. Students who lacked paired test scores, were enrolled after December 1980, received services for less than three months, or lacked other data (e.g., I.D. Number) were deleted from the analysis.

The math specialists submitted data for 2,005 pupils. Of this group, 704 records were deleted from the analysis due to insufficient or missing data. The evaluation was based on 1,301 viable student records, with 882 students who attended at least 70% of their remediation sessions. Of these regular attenders, 55% (489 pupils)

exceeded their 1980 percentile ranks in 1981. This was higher than the expectation of 20%. Of the 579 regular attenders who scored below the 16th percentile in 1980, 32% (186 pupils) scored at or above the 16th percentile in 1981.

For the 419 students who attended less than 70% of the remediation sessions, 45% exceeded their 1980 percentile ranks in 1981. Within this latter group, 278 pupils had scored below the 16th percentile in 1980, and 18% scored at or above the 16th percentile in 1981.

IMPACT

The Junior High/Middle School component of the comprehensive mathematics project was implemented as planned in 22 schools. The project was observed in operation and data were collected from pupils in these participating schools. The mathematics specialists provided remediation to selected pupils and offered assistance to mathematics teachers and other staff members by providing materials, pupil diagnoses, testing information, and assistance with curriculum.

Fifty-five percent of the pupils who met the attendance criterion exceeded their 1980 percentile ranks. This exceeded the objective considerably. Of the pupils scoring below the 16th percentile in 1980, 32% were able to improve their scores to the 16th percentile or above. Observations and data indicated that this project operated as planned and contributed to the improvement of the math skills of the pupils being served.

COMPREHENSIVE MATHEMATICS PROJECT
SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS
Abstract

ADMINISTRATOR:	Alexander Tobin/Alan Barson
HEADQUARTERS:	Room 311, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	11-04-523
OPERATING YEARS:	1975-1981 (Formerly Mathematics "C")
GRADES SERVED:	10-12
NO. OF PUPILS:	3,500
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 25, Paraprofessional 11, Clerical 0
CURRENT BUDGET:	$994,900
SERVICE PROVIDED:	Specialists: Mathematics specialists provide remediation to eligible pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers. Skill Centers: In skill centers, teachers and aides provide remediation in basic mathematics skills to eligible pupils who have completed the 10th-grade mathematics program.
EVALUATION TEAM:	Arnold Escourt, Mildred Asano, Fleta B. Waters

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OBSERVED ACTIVITIES

The two components of the Senior High School Mathematics project were fully implemented during the 1980-1981 school year. The project director planned and offered seven half-day inservice workshops for the specialists and encouraged them to attend the annual meeting of the National Council of Teachers of Mathematics in Harrisburg, Pa. Topics included problem solving, motivational activities, mathematics and card games, and geometric patterns. Overwhelmingly, the specialists found these sessions valuable. They commented that the sessions provided them with an opportunity to obtain ideas and techniques, share experiences, and obtain information about events and programs occurring within the School District.

The Specialist Program

Thirteen of the 14 specialists were interviewed and observed working with one or two remediation groups. Interview responses indicated 11 specialists allotted 16 periods to remediation, one allotted 18 periods, and one, 25 periods. Specialists provided from three to six periods a week of inservice training or service to the teachers at their school.

Each specialist served 85-135 students for two remediation sessions each week. Students were selected for remediation based on their Concepts and Problem Solving scores from the California Achievement Tests (lowest scores were given first priority). Other Title I eligible students, who could not be served in the remediation groups because of scheduling difficulties or if the maximum of 120 students was already scheduled to the lab, were provided services within their regular mathematics classroom.

The evaluation team visited 13 schools and made 15 observations using the Observational Checklist and Interview Schedule for Math. During five-minute intervals, called scans, teacher activities, aide activities, pupil behavior and effort, etc. were observed. These observations indicated that visual displays relating to math were posted in all labs, teacher-made activities were displayed in eight of the labs, and student work was not displayed in any of the labs. Eight teachers were observed using a single mode of instructional grouping while five used two methods. Specialists were observed most frequently circulating among students or helping students by having them come to their desk. Individualized instruction, total class instruction, and small group instruction were also observed.

Teacher-student interactions were observed occurring most frequently while the teacher checked the student's work, reviewed a concept, or drilled students. Students were engaged in basic computation skills during 63.7% of the observed activities, fraction skills during 29.7%, decimal skills, 26.4%, and other (e.g., metric, exponents, graphs), 36.3%. Instructional materials included worksheets (84.6%), calculators/computers/tapes (35.2%), and, less frequently, workbooks, textbooks, learning kits, and educational games. Of the 15 pupils scheduled for each session, it was found that the attendance averaged 52%.

The Skill Centers Program

All eleven of the Skill Centers teachers were interviewed and ten were observed working with a remediation group. Interviews revealed that they allotted 24 periods to remediation a week using the remaining periods for making and/or organizing instructional materials or providing diagnostic and prescriptive services. Skill Center teachers, assisted by aides, served 120 to 180 students who were scheduled for two remediation periods each week. Students served by this component had completed the 10th grade mathematics program, scored below the 26th percentile in the Concepts and Problem Solving section of the California Achievement Tests, and were available for remediation. A few of the Skill Centers teachers reported that they made presentations in departmental meetings and obtained materials for classroom teachers.

Of the fifteen pupils assigned for each period, attendance at the remediation sessions observed averaged 47%. Math remediation was observed in ten Skill Centers and in a regular math classroom. For every five minutes of instruction,

student activities during the preceding five minutes were recorded using the Observational Checklist. Over all groups, activities focusing on basic computational skills were observed during 61% of the scans, fraction skills, during 74%, decimal skills, during 2%, and percentage skills, during 16%. The Skill Centers teachers used workbooks, worksheets, and calculators/computers/tapes to develop students' competencies in computational skills. In six of the ten remediation classes, students worked on individualized tasks for most of the sessions, and in four classes teachers worked with all students on the same activity.

The activities of aides were observed in eight of the ten remediation classes. Aides in the remaining two Skill Centers were absent on the day of observation. Aides worked with one or two students or circulated among students offering assistance as needed during 42% of the observed activities, engaged in clerical tasks during 28% of the activities, and undertook other activities (e.g., testing, parent conference) during 30% of the observations.

ATTAINMENT OF OBJECTIVES

Tenth Grade Mathematics Specialist Program

Objective 1: Participating pupils in 10th grade mathematics classes who attend at least 70% of their remediation sessions will improve their mathematics skills to the extent that, on the February 1981 administration of the Computation section of the California Achievement Tests, 20% of these pupils will exceed their February 1980 percentile ranks.

The objective was attained. The Mathematics Computation section of the California Achevement Tests (CAT) was administered to students in Title I schools in February, 1980 and 1981. Attendance information was collected through the first week of May for all participating pupils, using the TIERS form.

Teachers submitted reports on 1,319 students of which data for 785 students were acceptable for analysis. Those students who lacked paired CAT scores, entered the program after December 1980, received service for less than three months, or lacked other information were excluded from the final analysis (534 pupils). It was found that 367 students attended at least 70% of the remediation sessions, and 58% of these students exceeded their 1980 percentile ranks in 1981. Within the group of regular attenders, 244 pupils scored below the 16th percentile in 1980, and 24% of these pupils scored at the 16th percentile or above in 1981.

Of 418 students who attended less than 70% of their remediation sessions, 45% exceeded their 1980 percentile ranks in 1981. Within this group, 332 pupils had scored below the 16th percentile in 1980, and 12% (117 pupils) scored at or above the 16th percentile in 1981.

Skill Centers Program

Objective 2: Participating pupils who attend at least 70% of their remediation sessions will improve their mathematics skills to the extent that, on the February 1981 administration of the Computation section of the California Achievement Tests, 20% of these pupils will exceed their February 1980 percentile ranks.

This objective was attained. Data collection procedures for this objective were the same as for the Math Specialist Program, and the same criteria for deleting students' data from the analysis were applied for the assessment of this objective.

Records of 1,698 participating Skill Center students were received for analysis. Data from 718 pupil records were deleted from the analysis because they did not meet the criteria discussed above. The evaluation was based on the data from the 457 pupils who attended at least 70% of their remediation sessions. Of this group, 58% exceeded their prior year's percentile ranks. Within this group of regular attenders, 276 pupils scored below the 16th percentile in 1980, and 24% of these pupils scored at the 16th percentile or above in 1981.

Of 523 students who had less than 70% attendance, 42% exceeded their prior year's percentile ranks. Within this group of non-attenders, 416 pupils scored below the 16th percentile in 1980, and 12% of these pupils scored at or above the 16th percentile in 1981.

IMPACT

The Senior High School Mathematics Program consisted of the Specialist and Skill Centers components. Together these programs served 3,017 students in grades 9-12. The programs were implemented as planned.

Pupils who attended these programs improved their achievement in mathematics computation. Of those in the Tenth Grade Mathematics Program who attended most of their remediation sessions, 58% improved their percentile ranks (NPRs) based on the 1980 and 1981 California Achievement Tests scores. Twenty-four percent of those who had scored below the 16th percentile scored at or above the 16th percentile. In the Skill Centers, 58% of the pupils who attended regularly exceeded their 1980 NPRs, and 24% of those who had scored below the 16th percentile scored at or above the 16th percentile. Clearly, this project has been successful at teaching math skills to high school pupils who attend remediation sessions regularly.

AIDE SERVICES - KINDERGARTEN
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Constance Clayton
HEADQUARTERS:	Room 226, 21st Street at the Parkway
TELEPHONE:	299-7839
PBRS CODE:	11-01-506
OPERATING YEARS:	1966-1981
GRADES SERVED:	Kindergarten
NO. OF PUPILS:	1,800
NO. OF SCHOOLS:	30
NO. OF EMPLOYEES:	Paraprofessional 30
CURRENT BUDGET:	$400,800
SERVICE PROVIDED:	Aides provide assistance to teachers thus decreasing the adult/pupil ratio and facilitating individualization of instruction and adult-pupil social interaction.
EVALUATION TEAM:	Linda Brawner, Lisbeth Sklar, Elliott Bubis

OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. The evaluation consisted of structured classroom observations of all kindergarten aides, informal discussions with aides on the type of service they were asked to provide, and brief discussions with the teachers the aides assisted. Thirty observations were completed from October to April. One visitation by the Evaluation Team (ET) was made to each aide.

Classroom observations were conducted in a standardized manner by use of the Observational Checklist for Title I Kindergarten Aides. Each classroom observation lasted for thirty minutes with additional time being taken by the evaluator for orientation prior to the start of the formal observation. The thirty-minute observation sheet provided for the recording of classroom activity every five minutes. For every five minute segment of time during the observation the evaluator indicated the classroom activity performed by the aide, the aide's behavior (service to pupils), and the curriculum being taught. Most of the aides' instructional time was spent in the areas of pre-reading, reading, and mathematics assistance to pupils. The primary function of the aides was to reinforce basic skills after they had been introduced and taught to pupils by the classroom teacher.

Following each classroom observation, the ET had an informal discussion with the aide and the classroom teacher. The aides felt they were providing an important

service to pupils, and the teachers felt that aides were invaluable as classroom assistants. The aides provided the learning reinforcement and follow-up needed by Title I pupils to master the kindergarten curriculum. Because of the aides' presence in classrooms, pupils received more individualized attention.

The ET was present for two all-day workshops and one afternoon of staff development conducted by the kindergarten supervisors for the aides. The October workshop was held at the Philadelphia Teacher Center to give aides an overview of the kinds of instructional materials they could prepare for pupils. The January staff development covered mathematics and reading instruction. The May workshop again covered the preparation of materials by the kindergarten aides. In addition to conducting staff development, the supervisors made regular visitations to kindergarten classrooms to provide individual consultative assistance to the aides.

ATTAINMENT OF OBJECTIVES

Objective 1: Efficient use of the aides' time will be maintained by teachers so that aides will spend at least 60% of their time in supervising and/or working with one or two children or small groups (from three to seven children), not more than 30% of their time in clerical tasks (e.g., grading, record keeping), and not more than 10% of their time in such tasks as class trips, operation of A/V equipment, housekeeping, and other activites. This will be verified by aide and teacher interviews and observations made by members of the evaluation team using the Observational Checklist.

This objective was attained. In total, 30 classroom observations were made. Every aide was observed once. Tabulation of data from the Observational Checklist indicated the following. On the average, kindergarten aides spent 92% of their time providing service and working with one or two children or small groups of children as compared to a criterion of 60%. These tasks included the activities of instructional assistance to pupils, physical assistance to pupils (distribution of supplies, accompanying pupils), and socio-emotional assistance to pupils (rewarding and directing pupils). Second, the aides were found to spend six percent of their time doing clerical tasks compared with the maximum allowable 30%. These clerical tasks included preparing materials, record keeping, marking papers, and preparation of pupils' materials. Third, the aides were found to spend only 2% of their time doing tasks related to the supportive maintenance of the classroom and equipment compared with the maximum allowable 10%. This included setting up and operating equipment and cleaning and straightening the room. In subject areas, 60% of the aides' time was devoted to language arts, 20% of the aides' time was devoted to mathematics-related activities, 12% was devoted to Music, Art, and Movement, and 8% to miscellaneous curricular tasks. In direct service to pupils, 16% of the aides' time was devoted to instructional work with one child, 47% was devoted to instructional work with one or more groups of pupils, 22% to moving around the classroom to provide instructional assistance, 6% to observing

the classroom teacher work with pupils, 4% to distributing and/or collecting materials, 4% to preparing instructional materials for pupils' immediate use, and 1% to other general help with pupils.

IMPACT

The objective for the project was fully attained. The Observational Checklist data and the discussions with aides and classroom teachers indicated that direct and indirect services to pupils were provided as planned in the project's method of operation. All 30 aides were visited by the Evaluation Team (ET). The kindergarten supervisors made regular observational visits to the aides, and the supervisors also provided two all-day workshops and one staff development afternoon for the aides. The major benefit of kindergarten aides in the classroom is that they provide additional instructional support for the teachers. Aides help to reinforce those basic skill concepts presented by the teacher. They can provide small group attention to pupils. This is especially important for Title I pupils who often fall behind in school performance without this extra assistance. Teachers reported feeling very pleased with the aides' assistance, and the aides reported feeling very comfortable and satisfied with their roles in the classroom.

AIDE SERVICES - PARENT SCHOOL AIDES
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street at the Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-613
OPERATING YEARS:	1968-1981
GRADES SERVED:	K-8
NO. OF PUPILS:	Non Public 5,800
NO. OF SCHOOLS:	Non Public 54
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 218, Clerical 1
CURRENT BUDGET:	$1,219,400
SERVICE PROVIDED:	Parents are employed 20 hours per week in nonpublic schools and assigned to classes to assist eligible pupils in reading and mathematics.
EVALUATION TEAM:	Linda Brawner, Lisbeth Sklar, Elliott Bubis

OBSERVED ACTIVITIES

The Parent School Aide Project (PSAP) was fully implemented according to its intended mode of operation. Parent Aides functioned as instructional assistants in 54 elementary and secondary non-public schools, working with small groups and individual students in mathematics and reading instruction.

Throughout the year the three Parent Aide consultants conducted eight in-service meetings at various schools to discuss such things as the PSAP, federal and state guidelines for the project, and the use of the aides by the classroom teachers. Workshops for the aides were an important component of the project; eight of these were conducted by the consultants throughout the year. In October, 32 recently hired aides attended an orientation workshop which covered understanding children, language arts, and use of the Multimedia project (Title I, ESEA). Other workshops during the year included a review of common reading and English problems, use of audio-visual materials, special guidance for working with handicapped children, the improvement of reading programs in the schools, and techniques to improve study skills. The Evaluation Team (ET) attended some of these workshops. The ET received a detailed agenda for every workshop given.

In addition to conducting workshops and in-service meetings, the consultants visited each school on the average of twice every month. They had discussions with teachers with aides and the administrators in each building, observed in the school

setting, and spent a short period of time reviewing with aides their classroom activities.

The ET made a series of aide observations in 18 randomly selected schools. The classroom observations were conducted in a standardized manner using the Parent Aides Learning Environment Checklist. Each observation lasted thirty minutes with classroom activity recorded every five minutes. The observation categories included individualization of instruction, activities of the aides, and activities of the teachers. After each observation, a member of the ET had a short discussion with each aide to determine if she felt she was being asked to carry out appropriate tasks. In all cases the aides were quite satisfied with their roles and their classroom activities. When possible the ET talked with teachers who had aides and/or school principals. These individuals reported the aides were performing an important instructional activity.

ATTAINMENT OF OBJECTIVES

Objective 1: The aides' time will be efficiently used in that (a) at least 90% of the observations will show some degree of individualization of learning tasks; (b) at least 25% of the aides' time will be spent in directly supervising or actually assisting only one or two pupils; (c) at least 25% of the teachers' time will be spent with less than one-half of the class, either actively teaching or directly assisting pupils.

This objective was attained. During the 1980-81 school year, the Evaluation Team (ET) visited 18 randomly selected schools from the list of 54 schools participating in this project. Classroom observations indicated that 94% of the activities in the classroom showed some degree of individualization of learning tasks in that two or more tasks were employed at the same time in one classroom. This exceeded the 90% criterion. Observations of classroom aides indicated that 36% of the aides' time was spent directly supervising or actually assisting one or two pupils. This exceeded the 25% criterion. The ET observed teachers spending 66% of their time with less than one-half of the class, either actively teaching or directly assisting pupils. This exceeded the 25% criterion.

IMPACT

The Evaluation Team (ET) visited 18 of the 54 non-public elementary and secondary schools participating in this project. The schools were randomly selected for visitation. Through use of the Parent Aides Learning Environment Checklist and through discussions with administrators and teachers, the ET determined that the Parent Aides were meeting the objectives of this project. They were performing an important function by helping to individualize instruction in language arts and mathematics. The aides spent most of their time working with individual students or small groups of students in reinforcing basic skills.

This helped to reduce the student-adult ratio in classrooms; therefore, teachers could provide more individualized attention to the learning needs of students. The three consultants continued to provide strong supportive assistance for the aides through school visitations, in-service meetings, and workshops. The consultants were quite satisfied with the kind of service performed by the aides.

DISTRICT 1 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Parthenia Twisdale		
HEADQUARTERS:	Locke School		
TELEPHONE:	EV 6-8540		
PBRS CODE:	11-02(18, 03, 04, 05)-571		
OPERATING YEARS:	1970-1981		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 7,788, Secondary 5,233		
NO. OF SCHOOLS:	Elementary 25, Secondary 8		
TOTAL NO. OF EMPLOYEES:		Elementary	Secondary
	Professional	4; 1 (part-time)	42
	Paraprofessional	2; 133 (part-time)	5
	Clerical	1	0
CURRENT BUDGET:	Elementary $785,300, Secondary $1,229,100, Total $2,014,400		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.		
EVALUATION TEAM:	Thomas J. Clark, Harry Vincenzi		

OBSERVED ACTIVITIES

The District One Title I Reading plan was fully implemented. Title I eligible children received supplementary instruction from Title I aides and/or Title I teachers. Most elementary schools provided expanded language arts periods of 1½ hours daily. Skills taught by the teacher were reinforced by the Title I aide for 15 pupils at a time. The remaining schools rostered Title I eligible children to reading skills centers for 45 minutes of daily instruction.

District One elementary school teachers and aides received staff development from the District Reading Team on the use of the Entry Level Reading Profile, an overview and review of the Pupil Competencies, and the use of Criterion Referenced Tests. Staff development sessions also covered the use of the Teacher's Resource Book, the development of language arts skills, handwriting, and journal writing.

The Title I Secondary Reading program supplemented the regular language skills program in eight Title I secondary schools. Classroom observations revealed that whole group instruction was used extensively and was supplemented by individualized instruction. Secondary pupils received 45 to 60 minutes of instruction four or five days weekly.

Secondary school teachers and aides received staff development from the District Reading Team on the development of handwriting skills, the use of traditional and holistic scoring techniques, and an overview and review of the Pennsylvania Comprehensive Reading Plan.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement Kindergarten readiness programs in Title I schools so that by February, 1981 the distribution of scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT will approximate or exceed the distribution of the norming population.

This objective was attained. In 1981, 76% of the Kindergarten students were at or above the 50th percentile on the Letters and Sounds Subtest of the SESAT. The results from the Aural Comprehension Subtest indicated that 54% of the Kindergarten students scored at or above the 50th percentile. The students' scores on both subtests exceeded the distribution of the norming population.

Objective 2: To continue general improvement of reading comprehension and vocabulary skills in Grades one to three so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was not attained. In schools which were part of the District both in 1979-1980 and 1980-1981, the percentage of students scoring at or above the 50th percentile increased by one point in third grade and declined by one and two percentage points in grades one and two respectively when compared to the previous year's students.

Objective 3: To continue general improvement of reading comprehension and vocabulary skills in Grades four to six so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was not attained. In schools which were part of the District both in 1979-1980 and 1980-1981, the percentage of students scoring at or above the 50th percentile in 1981 in comparison to 1980 decreased by 1% in Grade 4, by 2% in Grade 5, and by 3% in Grade 6.

Objective 4: Students participating in the Secondary Title I Reading Program for one year will improve an average of four points on the Secondary Reading Assessment (SRA) from September to May.

This objective was not attained, although posttest scores in every grade went up. Posttest scores went up in Grade 7 by 2.2 points, in Grade 8 by 2.1 points, in Grade 9 by 2.2 points, in Grade 10 by 2.2 points, in Grade 11 by 1.4 points and in Grade 12 by .8 points. It should be noted that pretesting took place in November rather than in September as originally planned.

IMPACT

The Title I Reading Program was fully implemented during the 1980-1981 school year. Achievement scores decreased in five of the six elementary grades; only grade three showed an increase, but not at the rate expected. The results of the Secondary Reading Assessment (SRA) indicated improvement in all grades, but not to the extent anticipated in the objective.

DISTRICT 2 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Rhonda H. Lauer		
HEADQUARTERS:	Drexel School		
TELEPHONE:	299-7205		
PBRS CODE:	11-02(18, 03, 04, 05)-572		
OPERATING YEARS:	1970-1981		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 5,305, Secondary 5,213		
NO. OF SCHOOLS:	Elementary 24, Secondary 9		
TOTAL NO. OF EMPLOYEES:		Elementary	Secondary
	Professional	4; 1 (part-time)	36
	Paraprofessional	2; 76 (part-time)	4
	Clerical	2	0
CURRENT BUDGET:	Elementary $635,400, Secondary $1,056,200, Total $1,691,600		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.		
EVALUATION TEAM:	James P. Comerford, Margaret F. Carnvale		

OBSERVED ACTIVITIES

The District Two Reading Project was implemented in accordance with the district's reading plan. Title I resources were allotted to personnel, supplementary materials, and staff development activities. Project support staff at the district level were serving all District Two Title I eligible pupils.

Staff development was provided at all levels. Elementary language skills teachers attended monthly meetings at the District Office. One of the monthly meetings was held at the Philadelphia Teacher Parent Center, Title I ESEA. This gave the teachers the opportunity to prepare hands-on materials for use in their schools.

Secondary reading leaders received a two-day staff development during the year. Topics of discussion included vocabulary enrichment, new materials for functional literacy, and developing writing skills of secondary students.

The Title I reading aides received staff development twice during the school year. For each meeting, schools were divided into two clusters. The clusters were based on geographic location of the schools within the district. This was done to facilitate active participation at the staff development session by making

the meeting site more convenient. This year, the meetings included the participation of the Elementary Reading Leader from each school.

The District Two Reading Team provided workshops and staff development at the school level on the following topics: Test-Taking Competencies, Vocabulary in the Content Areas, Oral Communication, and Written Expression.

A District Two Title I Newsletter was distributed to principals, teachers, aides, and parents. The newsletter included updates on district Title I activities: Mission Excellence, Reading/Communication Satellite Centers, Pilot Writing Program, and individual school projects. Samples of student writing were also included.

A special project in written expression for Title I students was implemented in nine schools and thirteen fifth and sixth grade classrooms. The project included three days of staff development for all teachers as well as supplementary Title I materials.

Individual children were identified for Title I services according to CAT results. Placement reports (CAT scores) of incoming junior and senior high pupils were provided for secondary schools so that eligible students were appropriately placed in Title I classes.

Tests were administered in the fall to pupils in all grades. Level A and B of the Sight and Sound Inventory were administered to elementary pupils, and the Secondary Reading Assessment was administered to secondary pupils. In the spring, Sight-Sound A/B was administered to Grades 2 and 3 respectively, and the Secondary Reading Assessment to Grades 7-12. These tests were administered to measure the attainment of Title I objectives on the elementary and secondary levels.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement Kindergarten readiness programs in Title I schools so that by February, 1981 the distribution of the scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT will approximate or exceed the distribution of the norming population.

This objective was attained. On the Letters and Sounds Subtest, the average score was equivalent to the national 77th percentile. The average score on the Aural Comprehension Subtest was equivalent to the national 42nd percentile.

Objective 2: To continue general improvement of reading comprehension and vocabulary skills in Grades one to three so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

For this objective, data were aggregated only from those schools that were part of the District Two organization in both the 1979-1980 and 1980-1981 school years. For these schools, collectively, the objective was attained in two of three grades.

In 1980-1981 Grade two increased from 49% (1979-1980) to 58% (1980-1981), and Grade three increased from 30% (1979-1980) to 33% (1980-1981). Although it did not meet the objective, Grade one equalled the 1979-1980 performance of 55% above the national 50th percentile.

Results for Grades 1-3 for all District Two Title I schools (1980-1981) were 56%, and 33% above the national 50th percentile. These results will serve as baseline data for succeeding years.

Objective 3: To continue general improvement of reading comprehension and vocabulary skills in Grades four to six so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

For this objective, data were aggregated only from those schools that were part of the District Two organization in both the 1979-1980 and 1980-1981 school years. For these schools, collectively, the objective was attained in Grade 6 (from 21% in 1979-1980 to 23% in 1980-1981). In Grades 4 and 5, the proportion of students scoring above the national 50th percentile was the same for both years (27% and 17%, respectively).

Results for Grades 4-6 for all District Two Title I Schools were 29%, 21%, and 24% above the national 50th percentile. These results will serve as baseline data for succeeding years.

Objective 4: Students participating in the Secondary Title I Reading Program for one year will improve an average of four points on the Secondary Reading Assessment (SRA) from September to May.

This objective was attained in Grades 7 through 10. In these grades the average score on the Secondary Reading Assessment increased from 4.1 points (Grades 7 and 9) to 4.7 points (Grade 10). Grade eight increased by 4.6 points. Grade 11 increased by 3.4 points, and Grade 12 virtually remained the same between the pretest and the posttest (-0.3 points). It should be noted that pretesting took place in November rather than in September as originally planned.

IMPACT

The high Kindergarten results of previous years have been maintained in 1980-1981.

In the elementary grades (1-6), two grades (1 and 2) continued to score at or above national norms, two grades (4 and 5) remained the same (compared to 1979-1980), and two grades (3 and 6) improved by 2% or more.

Results of the Secondary Reading Assessment (Grades 7-12) indicated an increase of 4 or more points in four of six grades.

DISTRICT 4 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	James Lewis
HEADQUARTERS:	L. P. Hill School
TELEPHONE:	CE 5-1706, -7
PBRS CODE:	11-02(18, 03, 04, 05)-574
OPERATING YEARS:	1970-1981
GRADES SERVED:	K-12
NO. OF PUPILS:	Elementary 6,489, Secondary 4,494
NO. OF SCHOOLS:	Elementary 25, Secondary 7

TOTAL NUMBER OF EMPLOYEES:

	Elementary	Secondary
Professional	12; 1 (part-time)	29
Paraprofessional	4; 88 (part-time)	2
Clerical	1	0

CURRENT BUDGET:	Elementary $982,300, Secondary $831,800, Total $1,814,100
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	Thomas J. Clark, Harry Vincenzi

OBSERVED ACTIVITIES

The District Four Title I Program was fully implemented. Title I eligible pupils in elementary and secondary schools received direct service in the form of instruction from teachers and reinforcement and follow up activities from Title I Reading aides. During the current school year, the teaching of word recognition, comprehension, and study skills was emphasized along with reading in the content areas. Title I eligible pupils were scheduled for direct service at least four times each week for a minimum of 20 minutes each session.

In the six Title I elementary schools with the largest proportion of intermediate grade pupils scoring below the 26th percentile on the CAT, an additional Title I teacher and reading aide provided an extra 45 minutes of instruction and reinforcement daily to 100 pupils in each school. Twenty pupils at a time were organized into three groups on the basis of their specific skills needs; each group received supplementary instruction from the teacher. Reinforcement activities were provided in the four areas of the Philadelphia Reading Competencies and were drawn from activity -centered materials not found in the regular classrooms. Through constant communication, the classroom teachers and the special program teachers strove to establish continuity of instruction for the participating pupils.

Three Prescription Learning Laboratories began their second year of operation. In addition, new Prescription Labs were implemented in three schools in 1981. The programs served approximately 100 students per school in a supplementary capacity. Each student spent 45 minutes each day on one or more of the following activities: 1) independent work using the Prescription Learning Electronics Transactor (mini-computer that provides branched instruction based on the child's response); 2) teacher-directed activity (where diagnostic evaluation and curricular activities were designed and implemented); and 3) reinforcement of teacher-assigned activities by the Title I aide. All staff involved in this program received staff development work in the implementation of the programs.

Teachers and reading aides in all Title I elementary schools in District Four received two in-school staff development sessions together, led by the Title I Coordinator or the Resource Teacher. Both sessions dealt with learning strategies to help develop oral and written composition skills.

Additional support was provided to Title I schools by the Reading Resource Teacher, principally in the areas of staff development for reading aides. Emphasis was placed on language skills development, diagnosing pupils' needs, and obtaining and delivering materials. The Reading Resource Teacher also conducted observations in Title I classrooms to determine to what extent compliance with the Title I guidelines existed in each elementary school. In addition, Title I aides participated in a workshop on the development of library skills in students.

The other staff development sessions were designed for the teachers and aides working in the Prescription Labs or the Satellite Centers. Emphasis was placed on language skills development and the Pennsylvania Comprehensive Reading Plan.

The Title I Secondary Reading Program supplemented the regular language skills program in seven Title I secondary schools. The majority of the schools used whole group instruction; one school emphasized small group instruction. Staff development took place on a monthly basis. This year the Secondary Reading Assessment (SRA) was administered to all secondary Title I pupils using a pretest-posttest format. The SRA was used as an additional measure of the effectiveness of the Title I program.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement Kindergarten readiness programs in Title I schools so that by February, 1981 the distribution of the scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT will approximate or exceed the distribution of the norming population.

This objective was attained. In 1981, 78% of the Kindergarten students were at or above the 50th percentile on the Letters and Sounds Subtest of the SESAT.

The results from the Aural Comprehension Subtest indicated that 54% of the Kindergarten students scored at or above the 50th percentile. The students' scores on both subtests exceeded the distribution of the norming population.

Objective 2: To continue general improvement of reading comprehension and vocabulary skills in Grades one to three so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was not attained. In schools which were part of the District in both 1979-1980 and 1980-1981, the percentage of students who scored at or above the 50th percentile in 1981 decreased in all three grades in comparison to the 1980 results. In Grade one a 4% decrease was noted, in Grade two a 2% decrease was found, and in Grade three a 1% decrease was found.

Objective 3: To continue general improvement of reading comprehension and vocabulary skills in Grades four to six so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was partially attained. In schools which were part of the District both in 1979-1980 and 1980-1981, the percentage of students scoring at or above the 50th percentile in 1981 increased in two out of three grades in comparison to the 1980 results. In Grade four, a 1% increase was found, in Grade five a 7% increase was noted, and in Grade six a 4% increase was found. It should be noted that the 1981 data were adjusted deleting the scores of six schools which were previously not in District Four.

Objective 4: Students participating in the Secondary Title I Reading Program for one year will improve an average of four points on the Secondary Reading Assessment (SRA) from September to May.

This objective was attained in Grade 10. Posttest scores went up in five out of six grades. Posttest scores went up 3.9 points in Grade 7, 2.7 points in Grade 8, and 2.9 points in Grade 9. Grade 10 gained 4.4 points, Grade 11 went down 0.3 points and Grade 12 gained 1.4 points. It should be noted that pretesting took place in November rather than in September as originally planned.

IMPACT

Achievement results were mixed as students' achievement scores decreased in Grades one through three. However, improvement was noted in Kindergarten and Grades four through six. The results of the Secondary Reading Assessment were also mixed. Five out of six grades gained, though only Grade 10 achieved the objective.

DISTRICT 5 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Robert Shatzer		
HEADQUARTERS:	District 5 Education Services Center		
TELEPHONE:	229-2702		
PBRS CODE:	11-02(18, 03, 04, 05)-575		
OPERATING YEARS:	1970-1981		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 7,465, Secondary 6,444		
NO. OF SCHOOLS:	Elementary 31, Secondary 8		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	7, 4 (part-time)	43
	Paraprofessional	2, 123 (part-time)	3
	Clerical	1, 1 (part-time)	0
CURRENT BUDGET:	Elementary $945,600, Secondary $1,172,300, Total $2,117,900		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.		
EVALUATION TEAM:	Alan H. Solomon, Joseph E. Wroblewski		

OBSERVED ACTIVITIES

The District Five Reading Program Title I component was observed through the course of the school year. By virtue of School District reorganization, 12 schools were added to the District, and all but one were eligible for Title I service. The Title I Reading Team was composed of a Title I Reading Coordinator and a Title I Reading Resource Teacher. Both completed their third year with the Title I Reading Team as it has been structured since September, 1978. As in past years, Title I funds were used to provide supplementary services to schools. At the school level, funds were used to support reading aides and purchase materials and supplies.

District Five has the largest concentration of Spanish-speaking students in the city. Recognizing the obligation to provide services to these students, the District Reading Team set up activities designed for student needs. These activities varied as a function of the student's language facility. Bilingual reading aides were an integral part of the program.

The Title I Reading Team members provided staff development for reading aides, language skills teachers, and school administrators. When Title I schools were closed and their students sent to other schools, the team members monitored

the distribution of supplies. From time to time, emergencies developed and the Title I Reading Team members responded immediately.

Observations of Title I reading aides showed that these individuals graded student papers, duplicated student work sheets, led small groups in drill, and tutored individual students. The bilingual capability of these reading aides in schools with high concentrations of Spanish-speaking students was invaluable for communication.

CAT results were used as the primary means for evaluation. Lippincott levels and IRI information were submitted to the District's Title I Reading Team.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement Kindergarten readiness programs in Title I schools so that by February, 1981 the distribution of the scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT will approximate or exceed the distribution of the norming population.

This objective was achieved. Seventy percent of the Kindergarten pupils scored above the 50th percentile, and six percent scored below the 16th percentile on the Letters and Sounds Subtest, while 51% scored above the 50th percentile and 14% scored below the 16th percentile on the Aural Comprehension Subtest.

Objective 2: To continue general improvement of reading comprehension and vocabulary skills in Grades one to three so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50% percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was not achieved. For schools which were in the district both in 1979-80 and 1980-81, the change in percent scoring above the 50% percentile was from 52% to 48% in Grade one, from 48% to 42% in Grade two, and from 34% to 33% in Grade three.

Objective 3: To continue general improvement of reading comprehension and vocabulary skills in Grades four to six so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50% percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was achieved by Grade four. For schools which were in the district both in 1979-80 and 1980-81, the change in percent scoring above the 50th percentile was from 33% to 35% in Grade four, from 17% to 17% in Grade five, and from 19% to 16% in Grade six.

Objective 4: Students participating in the Secondary Title I Reading Program for one year will improve an average of four points on the Secondary Reading Assessment (SRA) from September to May.

This objective was not attained. In Grade ten an increase of 3.87 (from 31.95 to 35.82) points was observed. In Grades seven through nine the increases were less than two points (from 33.82 to 35.26; from 35.88 to 37.76; from 30.02 to 32.51). Grade eleven gained 2.83 points (from 36.93 to 34.76) and Grade twelve gained 2.46 points (from 41.04 to 43.50).

It should be noted that pretesting was conducted in November, and not in September as originally planned.

IMPACT

Kindergarten students continued to perform at a level above the national norms on the SESAT Letters and Sounds and Aural Comprehension Subtests. The lower elementary Grades 1-3 continued to demonstrate a higher level of achievement than the upper grades, though Grade four performed better than Grade three this year. Grade four exhibited the greatest amount of growth.

DISTRICT 6 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Betty Ross		
HEADQUARTERS:	East Falls School		
TELEPHONE:	849-3345		
PBRS CODE:	11-02(18, 03, 04)-576		
OPERATING YEARS:	1970-1981		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 3,361, Secondary 510		
NO. OF SCHOOLS:	Elementary 12, Secondary 3		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	4; 1 (part-time)	5
	Paraprofessional	2; 47 (part-time)	2
	Clerical	1	0
CURRENT BUDGET:	Elementary $461,900, Secondary $191,500, Total $653,400		
SERVICE PROVIDED:	Intensive instruction in reading, in addition to the regular instructional program, designed to improve the reading skills of pupils served.		
EVALUATION TEAM:	David B. Wasserman		

OBSERVED ACTIVITIES

The District Six Title I Reading Project supplemented the regular district reading program in thirteen elementary schools and two middle schools. The District Six reading team, consisting of one District Reading Supervisor, one Title I Coordinator, and one Title I Reading Resource Specialist, coordinated the delivery of Title I reading services in these schools. Services were delivered through on-site visits, staff development activities, workshops, and consultation services.

The District Six Parents' Advisory Council (PAC) met monthly to plan the year's Title I parents' activities. Several workshops for parents in Learning Games, Reading in the Home, and Motivating Kids to Read were held in individual schools. The annual district-wide evening workshop was cancelled, unfortunately, because of the SEPTA strike. For the 1981-1982 school year PAC will conduct several workshops on the teaching of writing.

The Title I Resource Team also met monthly with the District's Title I aides and reading teachers. "How to Use the Point 31 Series 1," "How to Stimulate Writing 1," and "How to Use Games to Promote Comprehension" were but a few of the topics discussed.

District research personnel visited each Title I school at least twice during the school year and observed a total of 60 Title I reading classes. Of the three modes of classroom instruction noted in last year's report, whole group instruction was observed 28 times, small group instruction 22 times, and individualized teaching nine times. In only one instance was an aide observed performing clerical work.

The learning activities observed this year also paralleled those described in last year's report. Specific study skills and directed reading experiences were again the instructional activities most often observed. Classroom teachers (or reading teachers) generally assigned the aides to reinforce those skills needing the most work. They worked almost exclusively with small groups and individuals.

Another curricular topic receiving considerable emphasis this year in Title I schools was writing. Several Title I schools developed their own programs in addition to those concerns addressed in the district language arts/reading plan. The Steel School, for example, conducted an intensive writing program, having their students keep journals and write letters to local personalities. At Pickett Middle School, the reading teachers developed a "Writing Skill of the Month" program in which each month a different writing skill was taught by all teachers. Workshops on the evaluation of writing were conducted at the Logan, Pennell, Lingelbach, Kinsey, Emlen, Dobson, and Mifflin schools. Their faculties received training in holistic scoring -- a relatively new procedure for assessing growth in writing. Additional workshops have been scheduled for the 1981-1982 school year.

In most of the 15 Title I schools, the Language Skills Teachers, together with the classroom teacher, assigned the curricular and instructional tasks to the aides. Where this collaborative effort was not feasible, either the classroom teacher alone or the Reading Coordinator directed the aide. All of the coordinators agreed that joint planning was the optimal procedure.

Several Language Skills Teachers pointed to the "incredible" amount of Title I paperwork they had to complete as one reason why they were not always able to meet with the classroom teachers or observe the reading aides in the classrooms. Other Language Skills Teachers cited the fact that the aides (and part-time teachers) did not receive preparatory time as one major reason why it was difficult for them to schedule in-house staff development. A few Language Skills Teachers solved the problem by having the aides relieved of classroom duties whenever staff development was scheduled.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement Kindergarten readiness programs in Title I schools so that by February, 1981 the distribution of the scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT will approximate or exceed the distribution of the norming population.

This objective was attained. District Six Kindergarten pupils exceeded the distribution of the norming population on both subtests: 75% of the children scored at or above the 50th percentile on the Letters and Sounds Subtest, and 55% did so on the Aural Comprehension Subtest.

Objective 2: To continue general improvement of reading comprehension and vocabulary skills in Grades one to three so that compared to the February, 1980 results 2% more students in Title I schools will score at or above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was not attained. In schools which were part of the District both in 1979-1980 and 1980-1981, the percentage of students scoring at or above the 50th percentile in Grades 1, 2, and 3 either remained the same or decreased. It remained the same in Grade 2 and decreased two and five percentage points respectively in Grades 1 and 3.

Objective 3: To continue general improvement of reading comprehension and vocabulary skills in Grades four to six so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was attained in Grade 4. In schools which were part of the District both in 1979-1980 and 1980-1981, the percentage of students scoring at or above the 50th percentile increased by three percentage points in Grade 4 but decreased by one and two points respectively in Grades 5 and 6.

Objective 4: Students participating in the Secondary Title I Reading Program for one year will improve an average of four points on the Secondary Reading Assessment (SRA) from November to May.

This objective was partially attained. The seventh grade mean increased by 4.5 points; the eighth grade mean increased by 3.0 points. It should be noted that pretesting took place in November rather than September as originally planned.

IMPACT

Kindergartners in Title I schools continued to perform at levels well above the national norm on the Letters and Sounds and Aural Comprehension Subtests of

the SESAT. In the elementary grades, only Grade 4 attained the desired growth on the CAT Total Reading Subtest. The other grades either remained the same or declined. Results from the administration of the Secondary Reading Assessment to participating seventh and eighth grade students indicated growth in reading skills from November to May, although the eighth grade fell slightly short of the desired growth.

DISTRICT 7 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Soledad Gillespie		
HEADQUARTERS:	Horn Curriculum Center		
TELEPHONE:	JE 5-3531, -2		
PBRS CODE:	11-02(18, 03)-577		
OPERATING YEARS:	1970-1981		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 3,789, Secondary 959		
NO. OF SCHOOLS:	Elementary 10, Secondary 3		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	6; 1 (part-time)	5
	Paraprofessional	3; 53 (part-time)	13
	Clerical	1	0
CURRENT BUDGET:	Elementary $555,200, Secondary $340,700, Total $895,900		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.		
EVALUATION TEAM:	Alan H. Solomon, Joseph E. Wroblewski		

OBSERVED ACTIVITIES

Observations of the District Seven Reading Program Title I component revealed that planned activities were being implemented on schedule. Reading aides were observed in the course of their daily activities. These activities ranged from routine clerical chores to leading small groups in drill work. The groups which were observed included no more than eight students. Reading aides functioned under teacher supervision. Materials and supplies arrived on time. The Title I Reading Team included a Title I Reading Coordinator and a Title I Reading Resource Teacher. The individuals in these positions provided service to Title I schools.

School District restructuring led to the addition of four schools to District 7. Two of the new schools were Title I eligible, and, combined with an original District 7 school which acquired Title I eligibility, the number of Title I schools thereby increased from 10 (8 elementary and 2 secondary) to 13 (10 elementary and 3 secondary).

As a result of this increase in the number of eligible schools, the Title I Reading Team had to extend its services. The team members did so by visiting all of the schools regularly and assisting school-based personnel in the Title I Reading Plan's implementation.

While the Title I Reading Resource Teacher was associated with the Title I Reading Team from the school year's start and had been a member of this group since the concept began in September 1978, the Title I Coordinator was new to the position in September 1980. This individual left in January, 1981 and a replacement was named shortly thereafter. Despite these changes, no difficulties were encountered.

Staff development was an important function of the District's Title I Reading Team. The members provided staff development on a scheduled basis, visited schools or individuals when the need for their services arose, provided staff development for reading aides, and informed principals (at bimonthly meetings) and Language Skills Teachers (at monthly meetings) of the Title I Reading Program's progress.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement Kindergarten readiness program in Title I schools so that by February, 1981 the distribution of the scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT will approximate or exceed the distribution of the norming population.

This objective was achieved. Seventy-four percent of the Kindergarten pupils scored above the 50th percentile, and 6% below the 16th percentile on the Letters and Sounds Subtest, while 49% scored above the 50th percentile and 12% below the 16th percentile on the Aural Comprehension Subtest.

Objective 2: To continue general improvement of reading comprehension and vocabulary skills in Grades one to three so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was not achieved. For schools which were in the District for both years, the change from 1979-1980 to 1980-1981 in percent above the 50th percentile was from 53% to 45% in Grade one, from 50% to 48% in Grade two, and from 38% to 36% in Grade three.

Objective 3: To continue general improvement of reading comprehension and vocabulary skills in Grades four to six so that compared to the February, 1980 results 2% more students in Title I schools will score above the national 50th percentile in each grade, as measured by the California Achievement Test, Total Reading Subtest.

This objective was achieved in Grades four and six. For schools which were in the District for both years, the change from 1979-1980 to 1980-1981 in percent above the 50th percentile was from 30% to 35% in Grade four, from 21% to 17% in Grade five, and from 21% to 23% in Grade six.

IMPACT

Kindergarten students continued to perform above national norms on the SESAT Letters and Sounds and Aural Comprehension Subtests. The lower elementary grades 1-3 continued to perform at a higher level of achievement than the upper elementary grades, though the differences between Grade three and Grade four narrowed considerably this year. Grade four exhibited the greatest amount of achievement growth.

READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Ida Kravitz
HEADQUARTERS:	Room 320, 21st Street and Parkway
TELEPHONE:	299-7787
PBRS CODE:	11-02-666
OPERATING YEARS:	1966-1981 (Formerly Improvement of Reading "A")
GRADES SERVED:	3-7
NO. OF PUPILS:	1,595
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 23, Clerical 1 (part-time)
CURRENT BUDGET:	$717,500
SERVICE PROVIDED:	Individualized instruction for seriously deficient readers through the use of selected reading materials and audiovisual aids in a Reading Skills Center.
EVALUATION TEAM:	Arnold Escourt, Fleta B. Waters*, Mildred Asano

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OBSERVED ACTIVITIES

Reading Skills Centers provided an individualized, diagnostic-prescriptive program using teachers and aides. Ten centers were staffed with one full-time aide and one half-time aide, and the four centers affected by aide changes last year retained only one full-time aide.

The evaluation team made 14 observations and conducted 11 interviews at 13 of the 14 reading centers. Teachers and aides were observed working with individual children and small groups during the remediation period. In addition to vocabulary skills which were emphasized this year, individual task prescriptions, assigned daily during instructional periods, included the use of varied multimedia materials and activities in comprehension, word-attack, study skills, and literature. The average size of the instructional groups observed was eighteen pupils. Computer terminals provided to the centers by another Title I project (Computer Usage in Instruction) were available for supplemental, individualized instruction in comprehension skills. Two computer terminals were located in each of twelve centers, three in one center, and one in the remaining center.

Project pupils were administered an 85-item phonics inventory in the fall as a diagnostic device and again in May, to determine the levels of mastery gained by the pupils. Of the 1,289 pupils tested who attended 45 minutes a session, 38% attained a mastery level of 85% or more items correct on the May inventory.

Parents visited the centers and received information about ways to help their children at home, center activities, and their children's progress. Parents who attended centers having "Open House" observed their children working on individualized prescriptions and received pertinent information from the program coordinator and an overview of computer terminal activities from the person assigned from the Title I Computer Usage in Instruction project. Teachers disseminated other information to parents through the distribution of the "Title I Reading Skills Center Newsletter," letters, and flyers.

The project's program coordinator provided on-site assistance and support to the staff. The project administrator and program coordinator conducted monthly staff development sessions for teachers. Aides attended two of these staff development sessions with their center teachers. The person from the Computer Usage in Instruction project worked closely with the teachers on-site, attended monthly staff development sessions, and provided the center teachers with information necessary for the smooth operation of this phase of the Reading Skills Center program. Project evaluation and new methods, techniques, and procedures were also discussed at these meetings.

ATTAINMENT OF OBJECTIVES

The 14 schools participating in this project were originally selected to meet the needs of 4th, 5th, and 6th grade children who had experienced continuous failure to develop reading skills. All participating centers served children, provided data, and were evaluated, but two of these sites were not included in the final tabulation of the attainment of objectives. The W. & E. Martin School for the hearing-handicapped was one, and the other was the Martha Washington School, which had a succession of teacher and aide substitutes due to the extended illness of both the teacher and aide.

Objective 1: Participating pupils who attend classes in the Reading Skills Centers for at least 45 minutes a session and three or more times a week during the school year will improve their comprehension skills as indicated by fall and spring administrations of Informal Reading Inventories by project teachers. A minimum of 80% will gain one book level, and 40% will gain two or more book levels.

This objective was attained. Of the 1,480 pupil records submitted, 1,261 had pretest and posttest reading inventory scores indicating the pupils' instructional reading levels. Pupils were tested in the centers and scores were submitted to the evaluation team. Analysis of the data indicated that 80.8% of the pupils meeting the stated criterion gained one book level or more and 57% of the pupils gained two book levels of skills or more. Thus, more than half of these low-achieving pupils were able to attain the equivalent of one year of reading skills growth.

Objective 2: Participating pupils will improve their vocabulary skills as indicated by an end of the year vocabulary test on which 50% will achieve a 70% score or above for items at their instructional reading levels.

This objective was attained. The Primary Vocabulary Assessment (PVA), a locally developed device, was used to measure the skills of word meanings, opposites, analogies, and word meanings in context. The PVA was machine-scored and then examined in consideration of each pupil's instructional reading level as indicated by the center teachers. Of the 1,289 pupils who attended classes in the Reading Skills Centers for at least 45 minutes a session and three or more times a week, 78.4% responded correctly to 70% or more of the items at their independent and instructional reading levels.

This level of attainment by the pupils is all the more impressive since the test not only required the pupils to decode the words, but also required them to comprehend each item and make the required transformation to words that were similar, opposite, or analogous to the choices.

IMPACT

The Reading Skills Centers project's intended mode of operation was implemented by providing an individualized, diagnostic-prescriptive reading program using an eclectic approach in a reading skills center. Both project objectives were fully attained. Data were collected and tabulated for participating pupils in 12 of the 14 centers. In comprehension skills, of the participating pupils who attended classes at least 45 minutes each session, three or more times a week, 80.8% gained at least one instructional book level, and 57% (more than the expected 40%) gained two or more book levels.

Of those pupils tested with the 63-item Primary Vocabulary Assessment in May, 78% responded correctly to 70% or more of the items at their independent or instructional reading levels. This project was successful in providing help to low achievers in reading skills necessary to raise their achievement levels.

IMPROVEMENT OF READING SKILLS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and the Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-718
OPERATING YEARS:	1968-1981
GRADES SERVED:	2-8
NO. OF PUPILS:	Nonpublic 1,350
NO. OF SCHOOLS:	Nonpublic 41
NO. OF EMPLOYEES:	Professional 42, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$759,500
SERVICE PROVIDED:	Remedial instruction is given to groups of seriously deficient readers in reading rooms.
EVALUATION TEAM:	Arnold Escourt, Fleta B. Waters*, Mildred Asano

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. Forty-one reading centers, located at 41 nonpublic schools, were staffed by part-time teachers, who provided supplemental reading instruction to Title I eligible pupils. One new site was added to the program, and one center was removed from a school that had two centers.

This program followed the "pull out" model in which children leave their regular classes and come to the center three or five times each week. Each teacher provided 15 hours of instruction weekly. Centers were in operation for either a five-day, three-hour morning program or three five-hour days of instruction. Schedules were formulated by the teachers in consultation with their principals and varied widely. Instructional periods ranged from 30 minutes to one hour, but most teachers worked with the children for 45 minutes.

Centers served from 19 to 44 Title I eligible children deficient in reading skills as indicated by achievement tests. The median number of pupils served in the centers was 33.

The evaluation team made 24 observations and conducted 16 interviews in 16 of the 41 reading centers. Teachers were observed working with individual children, several children, and the total group during the remediation period. The average size of the groups observed was six pupils. Teachers devoted most of their instructional time to improving skills in comprehension, word-attack, vocabulary, and writing. Materials used for skill development included workbooks, kits, literature books, dictionaries, xeroxed exercises, and learning games.

Teachers provided feedback to classroom teachers concerning children's progress informally and on a regular basis prior to the distribution of report cards. Forty of the forty-one teachers furnished written information to parents regarding their children's progress at least three times during the year. In addition to the written pupil progress reports, teachers used class newspapers, booklets and magazines, workshops for parents, parents' meetings, conferences, telephone conversations, letters, and flyers to share Title I information.

The project's lead teacher coordinated the program and provided on-site assistance to the teachers which included intensive work with new teachers, sharing ideas and techniques, distribution of materials, and assisting with testing. The coordinator also conducted staff development sessions which included new techniques for instruction, new materials, a review of testing procedures, and improvement of communications with school staff and parents.

A review of achievement test scores submitted by the teachers indicated that pupils served by the project gained an average of almost 10 months based upon the grade scores of the Scholastic Testing Service test.

ATTAINMENT OF OBJECTIVES

Participating pupils will be considered those children who attend the program no less than three times a week for the school year and no less than 120 minutes per week.

Objective 1: Participating pupils will improve their decoding and comprehension skills in reading to the extent that 75% of the pupils receiving service will gain two or more instructional book levels on group informal reading inventories based upon September pretests and May posttests.

This objective was attained. Of the 1,374 records submitted, 1,214 had pairs of pretest and posttest reading inventory scores indicating pupils' instructional reading levels and had attended three sessions each week for a total of 120 minutes per week. Center teachers tested the pupils and submitted the test scores to the evaluation team. Analysis of the data indicated that 84% of the pupils gained two or more instructional book levels, which exceeded the 75% objective.

Objective 2: The number of participating pupils attaining at least an 85% mastery level on a phonics inventory pretest will increase by 20 percentage points on the posttest.

This objective was attained. Project pupils were administered an 85-item phonics inventory in the fall and again in May. Of the 1,340 pupils with pairs of data, 29% attained an 85% mastery level on the pretest, and 73% attained the mastery level on the posttest. There was a 44-point gain in the percentage of pupils attaining phonics mastery.

IMPACT

The Improvement of Reading Skills project's intended mode of operation was implemented by providing a supplemental reading instruction program to Title I pupils having serious deficiencies in reading skills. Because of the low teacher-pupil ratio, teachers were able to provide for the individual reading needs of pupils.

A questionnaire was distributed to center teachers related to dissemination of information to parents. Ninety-eight percent of the reading center teachers had sent written progress reports to parents at the end of at least three report periods, and all center teachers had communicated with parents using other methods.

The project objectives were fully attained. In reading comprehension skills, 84% of the participating pupils (more than the expected 75%) gained two or more instructional book levels. Pupils also exceeded the phonics mastery expectation (a 20-point gain in the percentage of pupils attaining mastery) by 24 percentage points.

OPERATION INDIVIDUAL
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and the Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-502
OPERATING YEARS:	1972-1981
GRADES SERVED:	9-10
NO. OF PUPILS:	Nonpublic 550
NO. OF SCHOOLS:	Nonpublic 6
NO. OF EMPLOYEES:	Professional (full time 6, parttime 1); Paraprofessional 27 (parttime)
CURRENT BUDGET:	$329,700.
SERVICE PROVIDED:	Supplementary, daily reading instruction is provided by a certified reading teacher and/or a teacher-supervised paraprofessional; some students receive additional reading assistance in basic skill subjects with the assistance of an aide.
EVALUATION TEAM:	Louis Scheiner, Anne Lukshus, Lenore Silverman*

OBSERVED ACTIVITIES

The project was considered implemented according to its intended mode of operation. Project teachers, assisted by paraprofessional aides, used varied material for development of reading comprehension, vocabulary, word-attack, and study skills. Three hundred and forty-four ninth grade and 158 tenth grade students enrolled in the program. Twenty-seven aides and 6 3/5 teachers were employed to deliver reading services.

In all six schools, students receiving the program's basic reading services were rostered for daily, period-long reading instruction by a certified reading teacher with the assistance of an aide. Teachers were observed using individual, small group, and large group instructional methods.

In five schools, many of these students also received the assistance of project-sponsored paraprofessionals assigned to teachers of subject-area classes (mathematics, English, social studies, science). These aides were observed assisting the students whose difficulties in reading were interfering with their performance in these subject areas. They also were observed assisting the subject-area teachers with clerical tasks.

In two schools, aides also were observed working with tenth grade students who did not receive either of the above services. These students were rostered for small group sessions with a teacher-supervised reading aide two or three times weekly.

The evaluation team attended two inservice sessions organized by the project teachers for the benefit of the aides. Subjects covered during these sessions included 1) classroom management, 2) use of the library for poor readers, 3) study skills, and 4) following directions. In addition, the evaluation team observed three organizational meetings for the teachers.

Specialists from the RITE project visited project schools on a regular basis to provide assistance and support to all project personnel.

ATTAINMENT OF OBJECTIVES

Objective 1: The mean rate of progress for students at each grade level, as measured by the Reading Comprehension Section, Stanford Diagnostic Test, Brown Level (pretest) and the Reading Comprehension Section, Stanford Achievement Test, Intermediate Level II (posttest), will exceed the mean expected rate of progress that was achieved prior to the 1980-1981 school year. Expected progress (EP) for grade equivalent (GE) scores is defined by the following:

$$EP = \frac{GE}{Grade} \times \frac{Months\ between\ testing}{(10)}$$

This objective was attained for students in both the ninth and tenth grades. The Stanford Diagnostic Test was administered in September as a pretest; the Stanford Achievement Test was administered in May as a posttest. The mean rate of progress for the 324 ninth grade students from six schools was one year, three months (1.3 GE); for the 154 tenth grade students from six schools there was a gain of one year (1.0 GE). The actual gain exceeded the expected gain by eight months for the ninth graders and five months for the tenth graders.

IMPACT

The Operation Individual project's intended mode of operation was fully implemented in a manner consistent with the Title I Application. However, implementation differed slightly among the six participating schools. During the current school year, one school added the service of aides working with the subject-area teachers.

The achievement objective was attained for both ninth and tenth grade students. For both the ninth and tenth graders, the actual gains exceeded the expected gains by at least five months.

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Room 204, 21st Street and the Parkway
TELEPHONE: 299-7842
PBRS CODE: 11-06-719
OPERATING YEARS: 1969-1981
GRADES SERVED: K-4
NO. OF PUPILS: Nonpublic 200
NO. OF SCHOOLS: Nonpublic 2
NO. OF EMPLOYEES: Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET: $95,000
SERVICE PROVIDED: Pupils spend up to one hour daily in reading-skills centers.
EVALUATION TEAM: Arnold Escourt, Fleta B. Waters*, Mildred Asano

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented at each of the two centers. The project provided supplemental reading instruction to children deficient in reading skills using one teacher and one full-time aide in each center. A substitute teacher worked in one center during the regular teacher's five-month maternity leave.

Both sites served children from kindergarten to grade four. Teachers were observed using individual, small group, and large group instructional methods. The average size of the groups receiving instruction was nineteen. Teachers read the children stories, provided instruction in needed skills, and assigned tasks in various workbooks, worksheets, kits, or games. Children worked diligently at their assigned tasks, responded to questions, and seemed alert and eager.

Instructional materials used at each site were both commercial and teacher constructed. Equipment and materials used during instructional lessons observed included phonographs, chalkboards, pictures, learning games, xeroxed exercises, workbooks, kits, dictionaries, and library books.

Both project teachers attended staff development sessions with the Reading Skills Center teachers. New methods, techniques, and procedures were discussed at these meetings. A program coordinator associated with the Office of Reading/ English and Language Arts made on-site visitations to the teachers and aides. The coordinator helped with testing, responded to questions, and assisted as needed.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in kindergarten who attend at least 100 minutes per week and come three or more times a week to the program will develop their alphabet skills to the extent that 50% will attain a mastery level of 80% or more of the items correct on a two part Alphabet Skills Test administered in May.

This objective was attained. In May all the kindergarten pupils in both centers were administered a 50-item locally developed alphabet test consisting of identification and recall items. A review of the data reported by the teachers indicated that 45 of the 49 pupils taking the posttest achieved a mastery level of 80% or greater. The mean number correct for one school was 46, and in the other it was 43.

Objective 2: Participating pupils in grades 3 and 4 who attend at least three remediation sessions for no less than 120 minutes each week will demonstrate improvement in their phonics skills to the extent that there is an increase of at least 20 points in the percentage of pupils attaining an 85% or more mastery score on the Botel Phonics Inventory in the period between pretesting and posttesting.

This objective was attained. Both teachers administered phonics tests to all the pupils in third and fourth grades. Data from the pretest indicated that 9% of the pupils achieved mastery. At the end of the year, when the posttest was administered, it was found that 29 of 88 pupils, or 33%, had attained mastery of the phonics skills tested.

Objective 3: Participating pupils in grades 3 and 4 will demonstrate gains in reading comprehension, as indicated by group informal reading inventories, to the extent that 55% of the pupils will gain at least two instructional book levels from pretesting to posttesting.

When pupils were tested by the teachers using reading inventories from basal reading series used by the children, it was found that 45 of 64 pupils gained two or more instructional book levels. These inventories tested vocabulary, factual, inferential, and evaluative skills.

Objective 4: First grade pupils served by the project will be tested for their alphabet skills. Pupils served in grades 1 and 2 will be administered phonics inventories and group informal reading inventories to determine base-line levels of attainment.

This implementation objective was accomplished as planned. Teachers in both centers cooperated by administering all tests according to schedule. It was found that 33 of 34 first graders attained the mastery criterion of 90% or more correct on the alphabet test administered and scored by the teachers.

When the phonics inventory was administered to pupils in first grade, it was found that scores ranged from 11 to 40 items correct with none of the pupils reaching the 85% mastery level. The mean score was 28 items correct. In second grade, 5 of 31 pupils attained mastery at the 85% level. The pretest mean score was 24 items correct, and the posttest mean score was 43 items correct.

Informal reading inventories designed for pupils in grade 1 were constructed by the center teachers in accordance with the basal reading series used and administered to the participating pupils in May. Fourteen of 33 pupils achieved at the preprimer level; thirteen pupils achieved at the primer level. Teachers administered reading inventories to pupils in the second grade in the fall and again in May. A review of the data showed that 28 of 29 pupils gained two or more instructional book levels, and one pupil made no gains. These gains appear to fall into ranges of attainment that were anticipated.

IMPACT

The Primary Reading Skills project's intended mode of operation was implemented by providing supplemental reading instruction to pupils using an eclectic approach. All of the project objectives were attained. In kindergarten, 92% of the pupils who attended at least 100 minutes per week achieved the 80% mastery criterion on the Alphabet Skills Test. Program pupils in grades 3 and 4 who attended at least three remediation sessions for a minimum of 120 minutes exceeded the phonics mastery expectation of a 20-point gain in the percentage of pupils attaining mastery.

In comprehension skills, 70% of the children in grades 3 and 4 gained two or more instructional book levels. The implementation objective to determine base-line levels of attainment was achieved. Ninety-seven percent of the first grade pupils attained the 90% mastery criterion on the Alphabet Skills Test. Of the 33 first grade pupils administered the informal reading inventory in May, 13 attained the primer level; the others scored lower. Ninety-seven percent of the second grade pupils gained at least two instructional book levels.

READING IMPROVEMENT THROUGH TEACHER EDUCATION
(ESEA TITLE I COMPONENT)
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Hilda K. Carr
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 11-06-537
OPERATING YEARS: 1972-1981
GRADES SERVED: K-10
NO. OF PUPILS: In-service staff-development project for 268 teachers (7,671 pupils)
NO. OF SCHOOLS: 50
NO. OF EMPLOYEES: Professional 13, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $440,200
SERVICE PROVIDED: Reading specialists serve as instructors, trainers, and helpers for the project teachers upon request.
EVALUATION TEAM: Marion Kaplan, Janice Atkins, Lynn Israel, David Patton

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OBSERVED ACTIVITIES

All RITE components were implemented as intended. During the course of the year, evaluation team members spent at least one half-day with each RITE specialist. Interviews with the teachers and administrators they served indicated that there were favorable opinions of RITE services at all levels.

Two RITE kindergarten staff members provided service to 34 kindergartens in 26 schools. Areas of emphasis with kindergarten teachers were diagnosis and prescription, classroom management, curriculum and planning, skill development, parent involvement, and use of aides. In addition to working directly with the kindergarten teacher, the specialists helped to establish communication linkages between the kindergarten and first grade teachers. They also consulted with principals regarding kindergarten curriculum, program, and materials. RITE kindergarten staff conducted five staff development sessions (including one for new teachers and one for principals and first grade teachers along with kindergarten teachers). Topics for these half-day workshops included current practices in early childhood education, communications skills, reading readiness testing, record keeping, curriculum planning, and integration of the kindergarten program with the school program.

A review of the project's elementary service records revealed that the eight RITE elementary specialists had more than 2,000 service contacts with teachers.

These contacts were in the form of observations, conferences, and demonstrations, and approximately 750 of the contacts were services to new teachers. Areas of emphasis in working with teachers were reading approaches and skill areas (directed reading activity, comprehension skills, etc.), organization and management, independent activities (use of supplementary materials and individualized programs), and reading in the content areas. The elementary staff conducted two all-day workshops for new teachers on reading lesson management, the Directed Reading Activity, diagnosis and instructional planning, and related topics. Four workshops for school reading coordinators offered information on the role of the reading coordinator, organization and management of the school reading program, monitoring and evaluation, and end-of-year procedures.

Two RITE secondary specialists spent at least one day a week in each of their schools. Their records indicated that their individual service contacts with 40 teachers and four aides consisted of 91 observations, 112 demonstrations, and 565 conferences. There also were 48 formal staff development sessions. Their emphasis over this past year was the teaching of content from a reading base. Topics covered included lesson organization, use of the DRA, and teaching techniques for specific skill development, e.g., outlining, SQ3R. The secondary specialists also worked to effect communication between subject teachers and reading teachers of the Title I students. In addition to their work with teachers, the RITE staff had 260 consultative contacts with studies directors and department chairpersons regarding correct placement of Title I students, instructional materials, and program adaptation.

ATTAINMENT OF OBJECTIVES

Objective 1: New elementary teachers of Title I eligible children will acquire knowledge of varied reading approaches; diagnosis and prescription for individual pupil needs; varied independent activities for extending listening and language skills; and organization and management of classroom reading programs to the extent that, in May, 65% of those new teachers who received RITE services will obtain mastery scores on the RITE Reading Knowledge Test.

This objective was considered attained. Because prescores on the RITE Reading Knowledge Test were already at mastery level for a large number of teachers, the RITE Case Study was used to assess attainment of the objective. This instrument comprised two levels (primary and intermediate) with two subtests (Planning a DRA and Using Test Scores) at each level. Mastery scores (post-training mean scores of RITE beginning teachers obtained on previous administrations) for each section were as follows: Planning a DRA-primary level -9.5, intermediate level -7.0; Using Test Scores - primary level -4.1, intermediate level -7.5. (Maximum possible scores for each section were 14, 11, 6 and 11, respectively). Of the 11 primary teachers who responded to the

Case Study in May, nine attained mastery on the Planning a DRA subtest and seven attained mastery on the Using Test Scores subtest. Of 15 intermediate teachers, 12 attained mastery on each of the two subtests. Thus, at least the expected proportion of new teachers demonstrated knowledge of basic reading instructional procedures.

Objective 2: Intermediate grade teachers receiving RITE services will implement reading activities in teaching content subjects to a greater degree than non-RITE teachers, as indicated by a statistically significant ($p<.10$) difference in scores between the two groups in the RITE Intermediate Content Area Survey.

This objective was attained. The difference between project participants' mean response score (4.3) and that of the comparison group teachers (1.0) was statistically significant ($t=13.84$, $p<.001$). The range of scores (maximum score = 6) on this open-ended survey was from 1.5 to 6 for 66 teachers of grades 4 to 6 who received RITE services and from 0 to 4.5 for 56 teachers in the comparison group.

Objective 3: Secondary subject teachers receiving RITE services will focus on reading activities in teaching their content subjects to a greater degree than non-RITE subject teachers, as indicated by a statistically significant ($p<.10$) difference in scores between the two groups on the RITE Secondary Content Area Survey.

The objective was attained. The 2.8 point difference between the mean score of project participants (18.6) and that of the comparison group (15.8) was statistically significant ($t = 1.34$, $p<.10$). The range of scores on the 30-item survey was from 5 to 30 for 19 teachers who received RITE services and from 8 to 25 for teachers in the same schools who did not receive RITE services.

IMPACT

The RITE Project was fully implemented. Across all three components, the 12 RITE specialists had almost 3,000 service contacts with individual teachers in a wide variety of reading instruction areas. Services were individualized and geared to specific teacher needs. They also provided consultative services to administrators regarding reading program administration. The RITE staff provided workshop series for kindergarten teachers, new elementary teachers, and elementary school reading coordinators.

Two project objectives were attained and one was considered attained. The expected proportion of new teachers attained mastery level scores on the RITE Case Study. Both secondary and intermediate teachers receiving RITE services reported the implementation of reading activities in teaching content subjects to a greater degree than did a comparison group of teachers.

Overall, the RITE Project has been successful in providing, to teachers and administrators at all levels, services which led to the use of successful reading instructional practices by teachers of Title I students.

COMPUTER USAGE IN INSTRUCTION

Abstract

ADMINISTRATOR:	Sylvia Charp
HEADQUARTERS:	5th floor, Fifth and Luzerne Streets
TELEPHONE:	BA 9-9492
PBRS CODE:	11-24-846
OPERATING YEARS:	1966-1981
GRADES SERVED:	1-9
NO. OF PUPILS:	1,850
NO. OF SCHOOLS:	22
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 1, Clerical 1
CURRENT BUDGET:	$183,600
SERVICE PROVIDED:	Pupils receive individualized instruction and reinforcement in reading and mathematics in which diagnosis of pupil needs, prescription, evaluation, and management of instructional facilities are computer-managed.
EVALUATION TEAM:	Louis Scheiner, Anne Lukshus, Lenore Silverman

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OBSERVED ACTIVITIES

The Title I Computer Usage in Instruction Project (CUII) consisted of services to the Reading Skills Center Project, a beginning reading program, a math drill and practice program, and instructional management program.

CARD (Computer Assisted Reading Development) operated as a supportive service to the Title I Reading Skills Center Project for 4th, 5th, and 6th grades in 13 elementary schools. A total of 30 teletypes and three cathode ray input/output units serviced 1,212 students in conjunction with off-line reading activities.

The beginning reading program (Project SABRE) was fully operational in the Stearne School. Eight cathode ray tubes, one teletype, and 400 ancillary tapes and audio units were used to provide a high technology-based instruction to 97 beginning readers.

The math drill and practice program was operating, by December 1980, through ten terminals in two junior high schools and 22 terminals in five elementary schools serving 428 children. Typically, four to six students worked at any one time on individualized lessons in several skill areas. Use of the program varied from teachers making full use of the program and its various summary reports as an aid to their regular instructional program to the use of the terminals as the primary vehicle for instruction.

The Instructional Management Program (IMP) was implemented by two teachers at the Rhodes School for seven months during the 1980-1981 school year. IMP was used as a one period a day program to remediate 220 students in communications, math, science, and social studies. A computer-based diagnostic program operated in conjunction with computer-based prescriptions to direct students' off-line instructional activities.

One full-time reading coordinator from the project provided consultative help to teachers in the SABRE program, in the 13 Reading Skill Centers, and in the IMP program. In his discussion with teachers, the evaluator noted the very positive feedback to the supportive services provided by the coordinator.

No data were made available with regard to the number of hours and days spent by pupils in the four programs. Reliable data were also unavailable with regard to the amount of "down time" at each of the schools when either individual machines were inoperable or the major computer facility servicing all schools was "down."

ATTAINMENT OF OBJECTIVES

Objective 1: Participants in the initial reading program will improve in reading skills so that the average pupil will gain at least one reading level as measured by group informal reading inventories administered in November and June.

The objective was attained. The first graders (23 children) improved an average of one book level, 23 children grouped into 2nd and 3rd graders improved an average of two book levels, 26 children who were 3rd and 4th graders improved an average of two book levels, and the 25 5th and 6th grade children improved an average of three book levels. Overall, the median child improved two book levels which exceeded the criterion by one book level.

Objective 2: Participating 4th, 5th, and 6th grade pupils will improve in reading skills so that the average pupil will attain mastery on 80% of the Reading Competency tests on the first attempt.

This objective was attained. Students who had received prior instruction on-line in the CARD reading program successfully completed 82% of topic posttests in the areas of sentence recognition, main ideas, inferences, determining relationships among paragraphs, and understanding causal connections in the reading matter in which they were instructed.

Objective 3: Participating elementary (1-6) and secondary grade pupils will improve in the fundamentals of arithmetic so that the average pupil will successfully complete 15 units as determined by the computer-given unit tests.

The attainment of this objective could not be determined. Examination of Report File computer printouts revealed inconsistencies in the performance data storage files. The software package and the file structure is the property of Hewlett Packard and cannot be manipulated by the project staff. Thus, the data could not be resurrected. In order to address this problem, the Drill and Practice Program will be run exclusively on a new system during 1981-1982.

Objective 4: The average participating 7th and 8th grade pupil in the Instructional Management Program will successfully complete a minimum of two instructional objectives in each of the four marking periods, or a total of eight instructional objectives, in reading and content areas from October 1980 - June 1981.

The findings were mixed. One of the two centers met the criterion of eight instructional objectives per student by the end of the year. The other center's students attained five instructional objectives. The average participating 7th and 8th grade student in the two centers completed a total of 6.7 instructional objectives in reading and content areas from October 1980 - June 1981. This was less than the expected number of eight instructional objectives stipulated in the objective. While data were maintained on a cumulative basis, they were not maintained by marking periods.

It should be noted that the number of instructional packets which comprise the Instructional Management Program's objectives vary from as few as three to as many as 66. Consequently, the attainment of an objective having a few packets is not equal to the attainment of an objective having many packets. Future objectives for this component must deal with this issue as well as the highly individualized nature of the service provided.

IMPACT

All components of the Computer Usage in Instruction Project presented students with structured sequences of reading and math curriculum at both elementary and secondary levels of instruction. At the same time, the use of the materials was entirely contingent upon the classroom teachers' decisions to involve certain students in the program. The benefits of the program to the teachers lay in providing precise feedback on students in detailed areas of the curriculum. For the student, the program allowed a self-paced, individualized approach with alternative instructional paths and strategies. Two of the project's components, i.e., the initial reading program at the Stearne School and the CARD program as part of the Reading Skills Center project, attained their objectives. One of the two centers in the IMP program at the Rhodes School attained its objective. The objective relating to the math drill and practice program could not be determined because of software failure. At sites where the objectives were attained, teachers reported close supportive help from a CUII coordinator.

EDUCATION IN WORLD AFFAIRS
Abstract

ADMINISTRATOR:	Margaret Lonzetta
HEADQUARTERS:	World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE:	LO 3-5363
PBRS CODE:	11-03-556
OPERATING YEARS:	1966-1981
GRADES SERVED:	6-12
NO. OF PUPILS:	Public 2,135, Nonpublic 490
NO. OF SCHOOLS:	Public 64, Nonpublic 12
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 2
CURRENT BUDGET:	$200,300
SERVICE PROVIDED:	A basic skills program that promotes knowledge and understanding of current world situations and the interdependence of all nations. Books, magazines, booklets, films, guest speakers, trips, and conferences are planned and provided for participating students. Workshops and teaching guides are provided for teachers.
EVALUATION TEAM:	Linda Brawner, Lisbeth R. Sklar*, Elliott Bubis

OBSERVED ACTIVITIES

The Education in World Affairs project (EWA) was fully implemented according to its intended mode of operation. Programs were organized and implemented by the project director and three liaison teachers for 38 elementary, 25 junior high, and 15 senior high classes in 64 public and 12 nonpublic schools. On each level, student materials were specially selected and created to reinforce basic skills while introducing students to the world issues and topics studied. For the elementary and junior high programs, these materials included booklets written and illustrated under the guidance of the World Affairs Council as well as commercially published books, maps, wall charts, duplicating masters, and audio-visual aids. The senior high program provided individual subscriptions to periodicals for participating students and specially prepared briefing notes on each seminar topic. All materials, except the periodicals, were distributed at the beginning of the school year. Each unit of study was further enriched by specially planned programs, trips, and guest speakers.

Throughout the year, meetings and workshops were held for faculty sponsors on each level. Teachers in attendance were introduced to the topics they would be teaching through films, speakers, and packets of materials specially created and selected by the EWA liaison teachers. Several of the workshops were held at museums and institutions the students were scheduled to visit during the year, enabling the sponsors to become familiar with the site, staff, and content before the class trip. Opportunities for sharing among teachers and feedback to project staff were always provided. Since most of these workshops were held after school hours, participation was voluntary, and attendance levels rarely exceeded 50%.

Most elementary students studied four units: Food, Clothing, Shelter, and One World. (Eleven classes were unable to complete all four units before the posttest was given in May.) The junior high groups studied three units: One World, Human Rights, and Our Global Community. This year a special dimension was added to the elementary and junior high study of the One World unit. "The Manifestations of Shiva" exhibit at the Philadelphia Museum of Art inspired a coordinated effort with institutions, city-wide, to promote the study and understanding of Indian art and customs. The EWA staff invested enormous amounts of time and resources to coordinate, with the Art Museum staff, a special program for the EWA students and to provide teachers with training, materials, speakers, and trips for this unit. During observations of guest speakers in EWA classrooms the evaluation team noted (a) EWA materials were prominently displayed in the classrooms, (b) students displayed enthusiasm for the unit, and (c) students displayed knowledge of unit content when interacting with the guest speaker. The high level of EWA student preparedness was corroborated by the Art Museum teachers who gave specially arranged lessons at the Shiva exhibit. Elementary and junior high classes developed original presentations for end-of-year culminating programs hosted by seven elementary and ten junior high schools.

Senior high groups studied two topics currently in the news: "The Soviet Empire: A Paradox of Power" and "The News Media: Rights and Responsibilities." They also conducted and participated in a model United Nations and a model Senate Foreign Relations Committee Hearing. Two Afternoons With The Experts were planned for students to discuss "Freedom of Information vs. National Security," and, with the editor of a prominent Japanese newspaper, social and political changes in Japan. However, the latter program was cancelled because of a transit strike that would have severely limited attendance.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1980-1981 school year, students in grades 6-9 participating in the Education in World Affairs project will improve their knowledge of global issues as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery in the spring than in the fall on the Global Issues Information Test.

This objective was attained by participating elementary and junior high school students.

The Elementary School Edition of the Global Issues Information Test consisted of 25 items which were divided into four subtests. The items were based on vocabulary selected from the booklets prepared for the four units studied during the current year: One World, Clothing, Shelter, and Food. Levels of mastery were established by the project staff for each of these subtests. A total of 505 students from 23 randomly selected classrooms (N=38) were tested. Eleven schools were unable to cover all four of the unit booklets this year, and, for those 11 schools,

the student performance on the uncovered subtest(s) was not counted, and all results reported are based only on the number of students who covered the material. An analysis of the results revealed that on each subtest a significantly ($p<.10$) greater number of elementary students demonstrated mastery between fall and spring test administrations. Analyses of the total test results (for the 264 elementary students who studied all units) revealed that (a) 51% of the students showed a gain in total test mastery from pretest to posttest, (b) 49% of the students showed no change in the achievement of total test mastery, (c) 89% of the students improved their total test score, and (d) 5.77 items was the average gain achieved by elementary students in their total test score.

The Junior High School Edition of the Global Issues Information Test was completely revised. The project liaison teacher and the evaluation team worked cooperatively to create 25 new items based on vocabulary included in the newly published booklet "Our Global Community." The test items were divided into five subtests: Migration, Peace, Discrimination, Economic Security, and Geography. Levels of mastery were established for each subtest by the project staff. A total of 372 students from 23 randomly selected junior high classrooms (N=25) were tested. A significantly ($p<.10$) greater number of junior high students demonstrated mastery on each subtest between fall and spring test administrations. Analyses of the total test results for the junior high students revealed that (a) 49% of the students showed a gain in total test mastery from pretest to posttest, (b) 51% of the students showed no change in the achievement of total test mastery, (c) 95% of the students improved their total test score, and (d) 6.47 items was the average gain achieved by junior high students in their total test score.

Objective 2: During the 1980-1981 school year, students in grades 10-12 participating in the Education in World Affairs project will improve their knowledge of concepts related to international affairs and workings of international politics as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery in the spring than in the fall administration of the revised International Political Information Test.

This objective was partially attained. The 25 items of the International Political Information Test were divided into four subtests: Geography, Politics, Economics, and Human Rights. Levels of mastery were established by the project staff for each of these subtests. A total of 96 students from 7 randomly selected senior high classrooms (N=15) were tested. An analysis of the results revealed that a significantly ($p<.10$) greater number of senior high students demonstrated mastery on the Geography and Human Rights subtests between fall and spring test administrations; the desired improvement was not achieved on the Politics and the Economics subtests. Analyses of the total test results for the senior high students revealed that (a) 12% showed a gain in total test mastery from pretest to posttest, (b) 88% of the students showed no change in the achievement of total test mastery, (c) 75% of the students improved their total test score, and (d) 2.19 items was the average gain achieved by senior high students in their total test score.

IMPACT

The project was fully implemented according to its intended mode of operation. Participating students on all three levels were provided with background information about global issues. Instruction continued to be organized into units enriched by specially prepared reading skill supplements, visual materials, trips, guest speakers, and special programs at local institutions and museums. The elementary and junior high liaison teachers created special materials and workshops to take advantage of a unique exhibit at the Philadelphia Museum of Art that inspired coordinated programs at institutions city-wide. Observations by the evaluation team verified the attendance and participation by students and teachers at every level.

A majority of students on all three levels was tested this year. A significant number of elementary and junior high students showed the desired gain in subtest mastery. The desired mastery level gain by senior high students was achieved for two of the four subtests. A majority of all students showed an improvement in total test scores. However, nearly half of the elementary and junior high students, and a majority of senior high students showed no change in the achievement of total test mastery between fall and spring test administrations.

Finally, EWA continued to plan activities to promote interaction between teachers and students from all the participting schools. Planning workshops, staff development sessions, and culminating programs provided the opportunity for dissemination of information and informal sharing of ideas among teachers and project personnel. However, since most of these workshops were held after school hours and participation was voluntary, attendance levels rarely exceeded the halfway mark.

The evaluation team concluded that the project provided a relevant and well-planned educational program enriched by fine materials. However, the high number of students showing no change in their total test mastery and the decline in teacher attendance at workshops and planning sessions should be considered in project plans for the coming school year.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Abstract

ADMINISTRATOR:	Eleanor Sandstrom
HEADQUARTERS:	Room 300, 21st Street and Parkway
TELEPHONE:	299-7791
PBRS CODE:	11-02-551
OPERATING YEARS:	1966-1981 (Originally English as a Second Language)
GRADES SERVED:	PK-12
NO. OF PUPILS:	Public 2,840, Nonpublic 595
NO. OF SCHOOLS:	Public 24, Nonpublic 8
NO. OF EMPLOYEES:	Professional 59, Paraprofessional 6, Clerical 2
CURRENT BUDGET:	$1,717,490
SERVICE PROVIDED:	Teaching English to speakers of other languages
EVALUATION TEAM:	Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. Through recommendations carried forward by a computer-managed ESOL file and through the screening of new admissions, teachers identified pupils who were in need of service during the fall. According to records collected by the Division of Administrative and Survey Research, at least 3,130 pupils who were eligible for ESOL were being served by the end of 1980. About sixty percent of the pupils served were Spanish-speaking. Asian languages were spoken by many of the remaining pupils -- Vietnamese by 12%, Laotian by 11%, Chinese by 6%, Khermer by 4%, and Korean by 1%.

About 100 newly-arrived pupils per month entered the program after the initial wave of screening. To accomodate some of the newly-admitted pupils, a new secondary school site was added to the program in January. The group served at this site, primarily Southeast Asian immigrants, increased during the spring, and two additional teachers were added after it opened.

One elementary site school building was closed for repairs at the beginning of the year, and the ESOL pupils enrolled in it were dispersed to seven nearby schools. Its ESOL teachers were given schedules which permitted them to provide instruction to the pupils on an itinerant teacher basis.

Evaluators conducted monitoring observations in the classrooms of 24 teachers. Twenty-one observations were of lessons in English language arts, two were of instruction in Spanish, and one was a social studies lesson conducted in English for advanced pupils.

Class size varied greatly. One class consisted of 41 pupils when it was observed, but an additional teacher was assigned to the school the following week. A teacher at a parochial school site reported that she taught only five pupils, and project management has decided to discontinue service at the site.

Classroom facilities were judged good or excellent, but two classrooms seemed cramped. Instructional materials seemed adequate or excellent, but three teachers stated that some materials were in short supply. One teacher switched languages after nearly every sentence, a practice that is contrary to program policy.

ATTAINMENT OF OBJECTIVES

Objective 1: The longer a pupil studies ESOL, the higher he/she will score on the Test of Aural Comprehension of English (TAC), when the pupil's background is taken into account. A regression equation computed on tests administered in February and March 1981 will show a statistically significant relationship ($p<.10$) between the length of time a pupil studied ESOL and TAC score when sex, age, grade, place of birth, mother tongue, and length of residence on the mainland are controlled.

This objective was attained. The TAC (Form B) was administered to all (N=1,032) ESOL pupils in grades 2 and above at a random selection of schools. A statistically significant and positive relationship between the length of time the pupil studied ESOL and TAC score was found for the pupils whose performance was analyzed, when birthplace, age, school type (public or nonpublic), and length of residence in an English-speaking area were controlled statistically.

Grade was not used in the analysis because of its dependence on age, and sex was not included in the analysis because it has not been an important control variable in the past.

Objective 2: Pupils enrolled in ESOL will show increased facility in speaking English, as demonstrated by a statistically significant relationship between the number of months a pupil has studied ESOL and scores on the speaking sections of the ESOL screening test, when pupil background variables are controlled.

This objective was partially attained. Ten percent of the pupils (N=155) at schools where the TAC was not administered were randomly selected for rescreening in April, but only 81 cases could be used for the analysis. Both speaking sections of the ESOL screening test showed a positive relationship between time in ESOL and speaking score, but only the second section was statistically significant ($p<.03$). Both analyses statistically held constant place of birth, school type (public or nonpublic school), age, and length of residence in an English-speaking area. Since previous evaluations indicated significant growth due to ESOL in both speaking sections, the evaluators suspect that this year's lack of statistical significance in the first speaking subtest may be a reflection of the insensitivity of the statistical test caused by both the small sample size and the insensitivity of the subtest to small differences in pupil performance.

Objective 3: Instruction in the pupil's mother tongue will be provided in at least eight schools in order to assist pupils of limited English proficiency to master subject area content as they learn English.

This objective was attained. Fifteen schools were reported to provide instruction in the pupil's mother tongue. Spanish, Chinese, Vietnamese, French, Italian, and Korean language classes were available.

IMPACT

Analyses of the tests measuring pupils' comprehension and one of the two tests of pupils' production of spoken English indicated that the rate of acquisition of these skills was accelerated by the project. Monitoring confirmed that instruction in the pupils' home language was available at many sites. Although the population being served has been almost exclusively Hispanic in the past, this group's proportion has fallen to 60% this year and is expected to comprise less than half of the target population next year. The growing number of pupils from Southeast Asia has posed many challenges to the project: overcrowding at some sites, the need for continual screening of large numbers of newly-admitted pupils, recruiting personnel who are fluent in target languages, sensitizing new sites to a population whose needs often differ from those of past groups, and standardizing record keeping procedures for a highly mobile population whose names are written inconsistently and whose dates of birth are frequently transposed.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Abstract

ADMINISTRATOR:	Robert F. Magliano
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7843
PBRS CODE:	11-05-587, 11-05-588
OPERATING YEARS:	1968-1981
GRADES SERVED:	PK-12
NO. OF PUPILS:	Public 372, Nonpublic 643
NO. OF SCHOOLS:	18 Institutions
NO. OF EMPLOYEES:	Contracted Service. Staff varies with each Institution.
CURRENT BUDGET:	$382,412
SERVICE PROVIDED:	Each institution has its unique program suited to its specific goals, emphasizing remedial and/or tutorial instruction in reading and/or mathematics.
EVALUATION TEAM:	Louis Scheiner, Anne Lukshus, Lenore Silverman

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OBSERVED ACTIVITIES

During the regular school year, the project's intended mode of operation was partially implemented. Several of the 18 institutions experienced difficulties in hiring qualified personnel, and delivery of services was thereby delayed early in the school year.

Program implementation varied widely from site to site with 13 institutions scheduling tutorial activities in the late afternoon or evening and five institutions integrating project activities within the regular school day. The basic skills programs in reading and/or mathematics involved either certified professionals or highly qualified paraprofessionals supervised by a subject-area specialist. The evalators observed that students, ranging in age from pre-kindergarten through high school, generally received instruction individually or in small groups. Teacher interviews and observations of lessons revealed that most teachers used their own criteria in planning instruction for short and long term objectives to be attained by individuals (or small groups) rather than by the standarized diagnostic measures they administered (as required by project objectives).

Six institutions provided only reading/language arts instruction, and ten institutions provided both reading and math instruction. Eight institutions provided a summer tutorial program in the basic skills. The programs used Title I funds to provide instructional personnel, materials, and services that would otherwise be unavailable to their students. A total of 485 children from grade 1 through 12 (plus 17 in kindergarten) were provided with reading and/or math instruction. Fifty-two percent of the students were instructed in reading only, 31% in reading and math, and 18% in math only.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1980-1981 school year, institutionalized students receiving Title I services will improve their basic skills in reading as evidenced by at least one month's gain for every two months of project involvement as indicated by pretest and posttest results on the Woodcock Reading Mastery Tests.

This objective was attained. Data were submitted by all of the 15 institutions which provided reading instruction. The data indicated that 400 students were provided reading services. Complete data for analysis purposes were available for 247 (61.8%) students. The remaining 153 (38.2%) students either (1) received less than two months of instruction between pretest and posttest or (2) had not been pretested or posttested.

Students were administered Form A or B of the Woodcock Reading Mastery Test upon entering the program and were posttested either when leaving the program or at the end of the year. The students receiving reading instruction spent an average of 5.8 months in their respective programs. Therefore, the average expected grade equivalent gain between pretest and posttest for the total test was 2.9 months as per the objective that for every two months in the program there would be one month of gain. The mean pretest grade equivalent was 3.3 and the mean posttest grade equivalent was 3.9. The difference of six months between pretest and posttest scores exceeded the expected gain by 3.1 months.

One additional institution, whose Title I population (17 students) consisted largely of preschool children, administered the Test of Basic Experiences (TOBE) as a pretest and posttest. These data were not included in this analysis.

Objective 2: During the 1980-1981 school year, institutionalized students receiving Title I services will improve their basic skills in mathematics as evidenced by at least one month of gain for every two months of project involvement as indicated by pretest and posttest results on the Key Math Diagnostic Arithmetic Test.

This objective was attained. Data were submitted from all of the 11 institutions providing mathematics instruction. The data indicated that during the 1980-1981 fiscal year 235 students received mathematics services. Complete data were available for 169 (71.9%) students. The remaining 66 (28.1%) students either (1) received less than two months of instruction between pretest and posttest or (2) had not been pretested or posttested.

Students were administered the Key Math Diagnostic Arithmetic Test at the beginning of the school year, or upon entering the program, and again at the end of the year, or upon exiting from the program. Students received mathematics instruction for an average of 4.4 months between the pretest and posttest. Therefore, the expected gain in grade equivalent (G.E.) scores was 2.2 months as per the objective that for every two months in the program there would be one month's gain.

The mean pretest score for the Key Math Test was 4.3 G.E. and the mean posttest score was 5.2 G.E. The mean gain of nine months exceeded the expected gain by 6.8 months.

IMPACT

Program implementation varied widely among the 18 institutions in terms of the students being served, the materials and curricula being used, and the number of hours and days scheduled for program services.

Eligible institutionalized students received basic skills instruction either individually or in small groups. A total of 400 students received reading instruction and 235 students received math instruction. Six institutions provided reading services, two provided math services, and ten institutions provided basic tutorial instruction in reading and mathematics,. Eight institutions provided a summer tutorial program in the basic skills.

The objectives pertaining to student gains in reading and mathematics skills were both attained. The difference between pretest and posttest scores exceeded the expected gain in reading by 3.1 months and in mathematics by 6.8 months.

LEARNING CENTERS
Abstract

ADMINISTRATOR:	Allen W. Banbury
HEADQUARTERS:	Durham School Room 116
TELEPHONE:	732-3204
PBRS CODE:	11-02-541
OPERATING YEARS:	1966-1981
GRADES SERVED:	K-8 (children), PK-12 (teachers/adults, parents)
NO. OF PUPILS:	538 (direct service to pupils), 6,177 (staff development for adults)
NO. OF SCHOOLS	7
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 3, Clerical 2
CURRENT BUDGET:	$625,310
SERVICE PROVIDED:	In LC laboratories a guided, discovery-oriented approach engages children in activity-based experiences to promote learning of mathematics and other basic skills. The Teacher-Parent Center provides curriculum and skill development to teachers, aides, administrators, and parents on released-time and volunteer-time basis.
EVALUATION TEAM:	Linda Brawner, Lisbeth Sklar*, Elliott Bubis*

OBSERVED ACTIVITIES

The Learning Centers project partially implemented its intended operations this year. The serious illness of two of seven Laboratory teachers prevented a full year's delivery of services at two project schools.

The project consisted of two components, the Learning Center Laboratories and the Philadelphia Teacher-Parent Center (PTPC). The Laboratories, located in seven elementary schools, provided eligible students with remedial and enrichment activities in mathematics, reading, and communication arts. The Philadelphia Teacher-Parent Center offered teachers two major services: (1) the physical facility and the professional assistance to fabricate learning games, activities, and related educational furniture and (2) staff development activities designed to create unique and varied learning activities in teachers' classrooms. It should be noted that an extension of the center, the Traveling Teacher Center (TTC), conducted similar activities at selected sites throughout the school system.

The evaluation team observed Learning Center Laboratories on 21 occasions. The typical class of nine students attended the Lab at their school two or three times per week in 45 minute sessions. Learning Centers placed a special emphasis on actively involving students in manipulating materials and solving practical problems

in mathematics (5 labs), language arts, and communications (1 lab), and a combination of all three (1 lab). Math activities included weighing, measuring, telling time, constructing polygons, stitching curves, and solving word problems. Language activities included reading newspapers for use of capitalization, abbreviation, numbers written as words, and sentence structure. Communication activities involved performing plays from memory and videotaping interviews with the principal, a teacher, the nurse, and the janitor. Materials used in Labs ranged from simple items such as coins, bottle caps, egg cartons, rulers, clocks, hundreds boards, Cuisinaire rods, and flash cards to typewriters, adding machines, electronic games, and videotape cameras and recorders. The balance between special activities and traditional paper and pencil tasks varied from Lab to Lab.

Staff development for Lab teachers occurred during biweekly meetings. Sessions on Mastery Learning are described in Objective 3. Other topics included selecting materials and presenting activities that are special to Learning Center Labs, as described above. Meetings were held at the Durham School or at Lab sites, showing teachers various physical arrangements for classrooms and the most successful activities at each school.

The PTPC experienced 3,227 visits by teachers, aides, parents, and administrators. In addition to the nine thematic workshops which the PTPC staff planned and advertised in their newsletter, 61 specially requested workshops were conducted at the Center for programs whose teachers serve Title I students. The Traveling Teacher Center provided direction and assistance for the creation of teaching aids and furniture at 49 school sites. A total of 1,902 individuals were served during one-day workshops at 20 schools, two-day workshops at 26 schools, and three-day workshops at 3 schools. Offsite service was also given by the center staff in the form of 41 orientation workshops. Thus, nearly 3,000 individuals participated in off-site PTPC and TTC programs.

Extensive efforts were made to disseminate information about resources, opportunities, and services provided by the PTPC. In the spring of 1980 a brochure called "Opportunities at the Philadelphia Teacher-Parent Center" was disseminated throughout the School District. It included a project description and a request form that was used to assist in the planning for the 1980-1981 school year. During the school year, four newsletters were published and disseminated. To evaluate the effectiveness of the newsletters, the project staff and the evaluation team decided to survey past visitors to the PTPC to ascertain the extent of their awareness of workshops announced in the January + February 1981 Newsletter. A Visitor's Questionnaire was created by the evaluation team and sent, in April, to a random sample (N=386) of the previous year's visitors. The responses (N=105) indicated that (a) less than half of those surveyed were aware of the six workshops announced in the Newsletter; (b) of those who knew about the workshops, most (31 of the 44 respondents) had heard about them from the mailed Newsletter, and (c) most (38) did not attend <u>any</u> of these workshops. The responses indicated a

variety of reasons for non-attendance such as "current topics are not what I need" (10), " no adequate parking near center" (7), "couldn't get a substitute" (5), and "no administrative support to attend" (4). The questionnaire also provided information concerning topics that would interest participants in the future. All of the questionnaire results were presented to the project staff to guide future planning.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils in six of the Learning Center Labs, on the average, will gain at least one instructional level in total mathematics performance as evidenced by 80% mastery on the Philadelphia Mathematics Evaluation Test administered in November 1980 and May 1981. Pupils in the Douglass School Learning Center Lab, on the average, will gain at least one instructional level in total reading ability as evidenced by 80% mastery on the Informal Reading Inventory administered in November 1980 and May 1981.

This objective was considered attained. The Philadelphia Mathematics Evaluation Tests were administered in November 1980 and June 1981 to the students in six Learning Center Labs. Test scores from 329 students indicated that, on the average, a 1.07 level gain was obtained, achieving the expected average gain of one (1) instructional level. Seventy-four percent (74%) of the students gained one or more levels. Students' reading levels were not measured at the Douglass Lab, which operated for only three months because the teacher was seriously ill.

Objective 2: At least 90% of all teachers participating in the staff development activities of the Philadelphia Teacher-Parent Center (PTPC), either at the center or on a school site, will report that the teaching strategies, classroom equipment, and/or instructional materials that were acquired through their participation in project related activities, were effective in (a) helping them to better organize, prepare, and present their instructional activity, and/or (b) helping their students learn what was taught.

This objective was attained. A Visitor's Survey was developed by the evaluation team and sent to a random sample (N=337) of visitors who signed the register for either the PTPC or TTC activities between September 1, 1980 and March 31, 1981. Of the 165 teachers, aides, administrators and parents who responded, 144 (87%) found the items/activities they acquired "very effective" in helping them to "better organize, prepare and present" instructional activities; 13 (8%) found the items/activities "somewhat effective," and 8 (5%) did not respond. The items/activities were reported to be "very effective" in "helping students learn what was taught" by 127 (77%) of those responding; 24 (15%) rated them "somewhat effective; " and 13 (8%) did not respond. Thus, when the "very" and "somewhat effective" categories were combined, the 90% criterion was met.

Objective 3: During the 1980-1981 school year, a pilot implementation of the Mastery Learning approach will take place including: (a) staff development in the theory, methodology, and application of Mastery Learning techniques, (b) staff development in the structure and content of teacher-made tests, (c) presentation of at least two content units by each Learning Center Lab teacher using the Mastery Learning approach, with peer review of those units and classroom consultation and observation by project advisory staff.

This objective was considered attained. A member of the Affective Education staff presented three, two-hour staff development sessions in (a) the theory, methodology, and application of Mastery Learning techniques and (b) the structure and content of teacher-made tests. Ongoing staff development during biweekly meetings provided review of teacher-made units as well as support in introducing Mastery techniques in the classroom. (c) the six math-oriented laboratories each implemented two Mastery units on a pilot basis. Five of those six lab teachers submitted written units, mastery tests, and numerical scores indicating children's mastery of content.

IMPACT

The Teacher Center component was fully implemented, and the Learning Center Lab component was partially implemented because two of the seven Lab teachers were seriously ill. Learning Center Labs provided students manipulative learning experiences in basic arithmetic, problem solving, reading, language arts, and communication skills. The Labs implemented Mastery Learning on a pilot basis.

The Philadelphia Teacher-Parent Center received 3,227 visits by teachers, aides, administrators, and parents. The Traveling Teacher Center visited 41 school sites, and, together with other off-site services provided by the staff, served an additional 2,950 individuals. Extensive efforts were made to disseminate information about the resources, opportunities, and services provided by the Center. However, responses to a survey of past visitors, to ascertain their awareness of Center workshops and special events, indicated that less than half were aware of the workshops advertised in the Newsletter.

All of the project's goals were attained or considered attained. Students in Learning Center Labs attained expected levels of performance in basic skills, as measured by the Philadelphia Mathematics Evaluation Test. All six math Lab teachers taught two pilot Mastery Learning units. Responses to a survey of PTPC participants indicated that the teaching strategies, classroom equipment, and/or instructional materials that were acquired through participation in the Teacher Center activities were effective in helping teachers to better organize, prepare, and present their instructional activities and in helping their students learn what was taught.

MISSION: EXCELLENCE

(A Component of the Comprehensive Reading and Mathematics Basic Skills Program)

Abstract

ADMINISTRATION:	Bernard Kelner	
HEADQUARTERS:	Room 309, 21st Street at the Parkway	
TELEPHONE:	299-7767	
PBRS CODE:	Math Jr. High	03-527
	Math Sr. High	04-524
	Counseling	17-512
	Reading Jr. High	03-570
	Reading Sr. High	04-570
GRADES SERVED:	7-12	
NO. OF PUPILS:	1,800	
NO. OF SCHOOLS:	6	
NO. OF EMPLOYEES:	Professional 24, Paraprofessional 6, Clerical 6	
CURRENT BUDGET:	Total $812,740	
	(Math Jr. High	$ 87,300)
	(Math Sr. High	$174,800)
	(Counseling	$100,200)
	(Reading Jr. High	$139,880)
	(Reading Sr. High	$310,560)
SERVICE PROVIDED:	A project to improve the reading and mathematics performance of 1,800 pupils in six secondary schools.	
EVALUATION TEAM:	Linda Brawner, Lisbeth Sklar, Elliott Bubis	

OBSERVED ACTIVITIES

Mission: Excellence (ME) was fully implemented according to the planned expectations for the school year 1980-1981. ME is a project to move six secondary schools with a significant number of students with basic skill deficiencies into models of academic excellence. With total system support, these schools engaged in a variety of activities, chief of which was the development and implementation of a Personalized Educational Plan (PEP) for each student.

The project actually started in January, 1981 with the focus on setting up the ME teams in four high schools (Franklin, Edison, Gratz, Kensington) and two junior high schools (Penn Treaty and Vaux) in order to provide full project implementation in the school year 1981-1982. The ME teams in each of the six schools consisted of four professionals (Instructional Coordinator, Mathematics Consulting Teacher, Reading Consulting Teacher, Counselor), one secretary, and one aide. Because of the mid-year start-up, the project included only 1,800 pupils. It is anticipated that this number will increase to 3,600 pupils in 1981-1982. It should be noted that, prior to January 1981, a good deal of planning took place by ME

central, district, and school staffs. In January, the Evaluation Team (ET) began meeting with all levels of ME staff. The central planning staff prepared and gave (with the assistance of the Office of Personnel) examinations in January, to those individuals interested in joining the ME teams in the six schools. In January, the ET drafted the completed ME evaluation design for the 1980-1981 school year; the ET then presented this design to all groups involved in ME, including new team staff members. In January, the central ME staff refined the many components of the program such as mastery learning, student tutoring, student counseling, and PEPs.

During the second week of February, staff orientation to the program was provided for ME school teams. The orientation was conducted by the central ME staff with the ET in attendance for all sessions and making a presentation at one of the sessions. At the end of this orientation week, a formal Keynote Meeting for the school district and the community provided the official start of this project. After the ME teams were installed in their schools, intensive staff development continued under the leadership of Title I Mathematics, Reading, and Affective Education project personnel. The ET attended some of these sessions.

By March pupil tutoring had begun in all six schools, and mastery learning was being used as a teaching technique; counselors were interviewing students; PEPs were being prepared; and staff development was continuing. In addition to the regular visits by the ET, the ME team in each school was asked to report monthly on staff development attendance, tutorial hours provided, initial student interviews, student progress interviews, and PEP staff meetings. Throughout the school year (February to June), the central office staff and the ET made regular visits to ME schools to observe pupil classroom performance. Achievement objectives for the project will be analyzed in the 1982 Annual Report for Title I. The February 1981 California Achievement Tests (CAT) scores for pupils will serve as baseline data to be compared with the February 1982 CAT scores to determine the degree of basic skill improvement.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils will be identified for participation in the Basic Skill components (i.e., Reading and/or Mathematics) by February 20, 1981. These pupils will be selected from the Title I eligible target group within each participating school.

This objective was attained. The Evaluation Team received confirmation from the six participating schools that all pupils had been selected from the Title I eligible target group by the end of February. Each school had approximately 300 pupils.

Objective 2: Personalized Educational Plans (PEPs) will be developed for each participating pupil. The PEP will provide diagnostic and prescriptive information which will indicate the specific instructional needs for each pupil.

This objective was attained. The Mission: Excellence team in each school developed Personalized Educational Plans (PEPs) for each ME pupil. These PEPs provide diagnostic and prescriptive instructional information. The PEP diagnostic section included identification data, California Achievement Tests data, attendance and lateness figures, and personal data. The PEP prescriptive section included the overall goals for the pupil, specific objectives for the pupil, strategies to reach the objectives, and evaluation of pupil improvement to date.

Objective 3: Teachers and staff of Mission: Excellence pupils will receive at least ten hours of staff development consistent with their assigned tasks (e.g., mastery learning, tutoring).

This objective was attained. The six Mission: Excellence schools averaged 78 hours of staff development for teachers and staff. This far exceeded the minimum of 10 hours.

Objective 4: For pupils designated by the PEP to need additional academic assistance, a tutorial program will be developed. This process will begin in March 1981.

This objective was attained. The tutoring component for Mission: Excellence was begun by March, 1981. Tutoring was provided in the areas of language arts and mathematics for ME pupils. Tutors were teachers, adults from the community, and high-performing students. The ET received from the ME staff a monthly log on the number of tutorial hours provided by each school. Almost 3,800 hours of tutorial time was provided by ME tutors.

Objective 5(a): In each project school, to assist in the development of the Personalized Education Plan (PEP), the counselor will conduct interviews with each pupil identified for Mission: Excellence services for the following purposes: (1) diagnosing educational/personal/social needs and growth, (2) reviewing all pupil records, (3) developing prescriptions to meet their needs, (4) gathering information relating to academic achievement, (5)acquiring information on pupil attendance, and (6) collecting aptitudes, interests and other personal data.

This objective was attained. The Evaluation Team received from each ME counselor a monthly record entitled the "Initial Pupil Interview Log" indicating the number of pupils interviewed each month, the content of the interview, and the expected outcomes of the interview. During this school year, 1,249 initial pupil interviews were conducted. These counselor interviews led to completed PEPs for each pupil by the end of the 1980-1981 school year.

Objective 5(b): In each project school, the counselor will meet with other Title I Mission: Excellence staff as required to develop a PEP for each pupil identified for Mission: Excellence services.

This objective was attained. The Instructional Coordinator in each ME school sent a monthly record to the Evaluation Team entitled "Coordinator PEP Staff Meeting Log." The log indicated that the counselor met with other ME staff members to develop PEPs for each pupil. All pupil PEPs were completed by the end of the 1980-1981 school year.

Objective 5(c): In each project school, conferences will be conducted by the counselor with pupils to review their progress relative to the prescriptive elements of the PEP.

This objective was attained. Each ME counselor sent to the Evaluation Team a monthly record entitled the "Pupil Progress Interview Log" indicating the number of follow-up interviews which led to the development of the prescriptive section of the PEP for each pupil. The logs indicated that all ME counselors had begun to conduct these pupil progress interviews. During the school year, 1,161 of these interviews took place.

IMPACT

The planning and process stages of Mission: Excellence (ME) were fully implemented this year. ME is a project to improve the basic skills and social/emotional performance of students in six low-achieving schools. During the 1980-1981 school year all six ME teams were organized. The primary components of the program (student tutoring, student counseling, mastery learning, and PEPs) were all made operational. The ME teams reported almost 3,800 hours of tutorial time this year; every student in ME had been interviewed by a counselor; mastery learning was being used in all classrooms; and PEPs were developed for all students by the end of the school year. During the 1981-1982 school year, the Evaluation Team will compare the February 1981 California Achievement Tests results with the February 1982 results to determine whether there has been a significant improvement in basic skill performance.

MULTIMEDIA CENTER

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-615
OPERATING YEARS:	1968-1981
GRADES SERVED:	K-12
NO. OF PUPILS:	Nonpublic 8,825
NO. OF SCHOOLS:	Nonpublic 53
NO. OF EMPLOYEES:	Paraprofessional 1, Clerical 3
CURRENT BUDGET:	$144,340
SERVICE PROVIDED:	The Multimedia Center provides a clearinghouse of audiovisual and other instructional materials that are related to the curricular needs of Title I pupils and their teachers.
EVALUATION TEAM:	Louis Scheiner, Anne Lukshus*, Lenore Silverman

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OBSERVED ACTIVITIES

The observations of the participating schools and the administrative center indicated that the project's proposed services as stated in the Title I application were being implemented efficiently and effectively.

Observations of the classroom use of Multimedia Center materials, supplemented by interviews with principals, teachers, and parent aides, indicated an overwhelming acceptance and need for this type of program in the schools.

The center catalog listed 2,027 different items (ranging from filmstrips to highly sophisticated learning kits) for circulation among the fifty-three participating schools. Items could be borrowed for periods ranging from one week to an entire semester. A contracted trucking service provided weekly pickup and delivery services to the schools.

Between September 1980 and March 1981, 4,380 requests for materials were filled by the center. Additionally, the center had 1,780 pieces of audiovisual equipment housed on a continuous basis in the participating schools.

During the 1980-1981 school year, the project coordinator provided training in the classroom use of audiovisual instructional materials to four classroom aides and 139 students.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year, the Multimedia Center will provide audiovisual and other instructional materials that are related to the curricular needs of educationally deprived pupils. It is expected that the teachers will use an average of 18 materials during the year, as measured by the Multimedia Center Survey.

This objective was not attained, but it should be noted that a three-week teachers' strike at the School District of Philadelphia in September delayed delivery of materials to participating schools. A total of 5,281 audiovisual/instructional materials were circulated by the Center during the 1980-1981 school year. Survey responses from a 50% random sample of teachers indicated the average teacher used 17 different items during the school year. As reported by teachers, materials were used primarily to reinforce or review subject matter already taught and to supplement or enrich classroom work.

Objective 2: During the school year, the coordinator of the Multimedia Center will provide paraprofessional aides with a minimum of 2-1/2 hours of in-service training in the classroom use of audiovisual and other instructional materials. An activity log of the training will be maintained by the coordinator.

This objective was attained. A minimum of three hours of individual and small-group training in the operation, care, and appropriate use of audiovisual equipment and materials was given by the Multimedia Center Coordinator to four classroom aides representing four participating schools. All four aides rated their training as excellent on a five-point scale of poor (1) to excellent (5).

Objective 3: During the school year, the coordinator of the Multimedia Center will provide sixth grade students, selected by their schools for participation in the Cadet Corps, with a minimum of 1-1/2 hours of training in the use of audiovisual hardware. An activity log of the training will be maintained by the coordinator.

This objective was attained. Small-group training sessions, averaging approximately two hours in length, were given to 139 fifth, sixth, and seventh grade students, representing 35 participating schools. Twenty-five principals, responding to the Principal's Evaluation of Cadet Corps questionnaire, rated the performance of the Cadet Corps good or excellent on a five-point scale of poor (1) to excellent (5).

IMPACT

The Multimedia Center was designed to provide audiovisual and other instructional materials plus support services to Title I eligible schools. The

project's intended mode of operation was implemented as evidenced by the successful attainment of two of the objectives proposed for the 1980-1981 school year. Multimedia Center records indicated that 2,027 different items were available for circulation to the participating schools, and 5,281 requests for materials were made during the current school year.

The project attained its objectives by serving as a clearinghouse for curriculum related materials and by training aides and selected students in the operation and use of audiovisual equipment. The average teacher reported using 17 items from the Center during the current school year. Teachers felt that the Center was doing a good job in providing instructional materials that met the needs of Title I eligible pupils. Principals, teachers, and aides continued to express satisfaction with the project's overall services.

PRESCHOOL CHILD DEVELOPMENT PROJECT

Abstract

ADMINISTRATOR:	Constance E. Clayton
HEADQUARTERS:	Room 226, 21st Street and Parkway
TELEPHONE:	299-7839
PBRS CODE:	11-01-508
OPERATING YEARS:	1977-1981
GRADES SERVED:	N-Pre-K and K
NO. OF PUPILS:	75
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	Professional 2.5, Paraprofessional 3
CURRENT BUDGET:	$117,000
SERVICE PROVIDED:	A variety of proven early childhood intervention strategies are provided for young children aged 3 years to 5 years 7 months who are of different ethnic backgrounds.
EVALUATION TEAM:	Thomas McNamara, Richard Maraschiello

OBSERVED ACTIVITIES

This project's intended mode of operation was fully attained in all major respects. A teacher and an aide were present in each of the classrooms; the project population for the year represented different ethnic backgrounds; each child's eligibility was determined by established Title I criteria; all immunization requirements were met.

The project's instructional component operated daily around an 8:45 to 1:30 schedule. The day's activities appeared to be consistently focused on each child's needs, with appropriate developmental experiences organized to meet these needs, especially in the language, number concept and science areas. Developmental status at the prekindergarten level was continually documented during the year on the Developmental Behavior Checklist (DBC); developmental change from beginning to end of year was of particular interest. Kindergarten children's development was assessed using the Santa Clara Inventory of Developmental Tasks (SCIDT) and the Stanford Early School Achievement Test (SESAT).

Staff development was provided to classroom staff on a consistent basis. Parent workshops were conducted regularly and a parent newsletter issued periodically throughout the year. Breakfast, lunch, and a snack were served daily.

ATTAINMENT OF OBJECTIVES

Objective 1: In spring, 1981, no more than 10% of the prekindergarten pupils in the project will show signs of developmental delay as measured by the Developmental Behavior Checklist (DBC).

This objective was considered partially attained. DBC information is available for three different age groups among the prekindergarten children in the project, with separate developmental delay criteria for each group. Two of the three groups, i.e., the 2.6 to 3.7 year olds and the 3.8 to 4.3 year olds had only 9% and 8% respectively showing developmental delay in Spring, 1981, thus meeting the objective; the oldest group (4.4 to 5.5 year olds), however, had 16% with signs of delay.

Objective 2: No more than 25% of the Kindergarten pupils in the project will score below the 50th percentile on the Total Score of the Stanford Early School Achievement Test (SESAT) in February, 1981.

This objective was fully attained. Only 2 of the 23 children (9%) in Kindergarten had scores below the 50th percentile on the Total Score of the SESAT in February, 1981.

IMPACT

In 1980-1981 there was full attainment of the intended mode of operation in this project for nursery, prekindergarten and kindergarten children.

The project fully attained one of its objectives for the year and partially attained the other. Only 9% of the kindergarten children scored below the 50th percentile on the Total Score of the SESAT, completely meeting the objective in this area, and two of the three age groups among the prekindergarten children had less than 10% with developmental delay by the end of the year, indicating partial attainment of this objective.

From the above indications the project is continuing to function as an effective means of intervention for young urban children of different ethnic backgrounds.

PROJECT SUCCESS

Abstract

ADMINISTRATOR:	Leontine D. Scott
HEADQUARTERS:	Room 510, 21st Street and the Parkway
TELEPHONE:	299-7659
PBRS CODE:	11-02-510
OPERATING YEARS:	1980-1981
GRADES SERVED:	1-4
NO. OF PUPILS:	9,637
NO. OF SCHOOLS:	56
NO. OF EMPLOYEES:	Professional 9.5, Paraprofessional 205, Clerical 3
CURRENT BUDGET:	$3,907,200
SERVICE PROVIDED:	This is a basic skills program for Grades 1-4 that has evolved from three earlier Follow Through related programs; it capitalizes on the prior programs' success in attempting to offset the achievement decline that appears to characterize the latter part of this grade span.
EVALUATION TEAM:	Thomas McNamara, Judith Goodwin, Barbara Holden

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OBSERVED ACTIVITIES

The intended mode of operation was partially attained in the project as a whole this past year. By the end of the year in this de facto new project a large majority of the schools had a very well implemented program; there were no schools whose implementation had not improved by spring, 1981.

Primarily due to circumstances affecting the total School District (strikes, teacher and aide reorganizations), the project was unable to become fully operational until mid year. Nevertheless, from that point on implementation steadily improved. Three major, inter-related reasons seemed to account for this improvement: (1) project staff have developed checklists of precisely defined identifiable characteristics for each program aspect; these checklists received continual emphasis in consistent staff development efforts, (2) the restoration of special instructional contacts (resource teachers) to the program structure in late fall meant that resource personnel with experience in the project's predecessor programs were available to facilitate implementation, and (3) there was very strong support for the project among the principals; they appeared to transfer their appreciation for the former projects to the new project as well.

Both the "Option" (O) and "Best Elements" (B) approaches in general shared in the improved implementation pattern noted above. The improvement also extended to the fourth grade teachers in the "Option" (O) approach, and to first grade teachers in the "Best Elements" (B) approach, who were overall newcomers to this type of program.

Staff development was extensive for teachers, aides, and parent scholars. In additon to group staff development, by providing payment for substitute service for each teacher once a month, staff development was able to be highly individualized as well as focused on the entire teaching team in each classroom.

This year for the first time parent scholars were screened initially on a centrally administered written exam and then selected for each school via a local oral exam. Six parent trainers concentrated specifically on ongoing parent scholar training. In addition, two parent involvement coordinators provided general parent education by means of monthly workshops at each school.

ATTAINMENT OF OBJECTIVES

Objective 1: In at least one half of the instructional "option" (O) schools, second grade program pupils in Total Reading and Total Mathematics on the California Achievement Tests (CAT) in February, 1981 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total second grade program group in these schools in February, 1980.

This objective was fully attained. Nineteen of the 38 schools had smaller percentages of program children below the 50th percentile in Total Reading this year than last, and 21 of the 38 schools had smaller percentages of program children below the 50th in Total Mathematics in comparison with last year. Furthermore. 19 of the 38 schools also had smaller percentages of program children below the 16th percentile in Total Mathematics in comparison with last year.

Objective 2: In at least one half of the "best elements" (B) schools, second grade program pupils in Total Reading and Total Mathematics on the CAT in February, 1981 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total second grade program group in these same schools in February, 1980.

This objective was not attained. Only in Total Mathematics, and only on the below 50th percentile indicator, were there smaller percentages this year in comparison with last in 9 of the 17 schools (two year comparisons could be made in only 17 of the 18 schools).

Objective 3: In at least one half of the schools with a shared aide and a parent scholar, third grade program pupils in Total Reading and Total Mathematics on the CAT in February, 1981 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total third grade program group in these same schools in February, 1980.

This objective was fully attained. Two year comparisons were possible for 36 of the 38 schools. More than half of the schools met the criterion in both subjects on both indicators, i.e., in Total Reading on the below 16th and below 50th improvement criteria, 21 and 20 schools, respectively, qualified, and in Total Mathematics on these same criteria, 19 (below 16th) and 20 (below 50th) schools respectively showed improvement.

Objective 4: In at least one half of the schools with a shared aide and two parent scholars per school, third grade program pupils in total Reading and Total Mathematics on the CAT in February, 1981 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total third grade program group in these same schools in February, 1980.

This objective was also fully attained. To meet the criteria, 9 of the 18 schools had to improve in both areas on either indicator. At least 9 improved in both areas on both indicators, i.e., in Total Reading on the below 16th and below 50th indicators there were smaller percentages this year than last in 10 and 9 schools respectively, and in Total Mathematics there was improvement on both indicators in 10 (below 16th) and 9 (below 50th) schools respectively.

Objective 5: In at least one third of the schools in the total program, the average number of hours of parent volunteer time will be equivalent to one hour per month for each adult in the program.

This objective had to be considered not applicable this year because the data collection mechanism (a new optical scanning approach to collecting parent volunteer hours) was unable to be introduced in the schools until February, and then a large number of schools felt they were unable to participate in the data collection effort this year. (Revisions in procedures and/or form of the objective in this area are planned for next year.)

IMPACT

In this new project for grades 1-4, which combined the successful aspects of three earlier Follow Through related programs, the intended mode of operation was partially attained overall. Project Success was unable to become fully operational until mid-year. By the end of the year, however, a large majority of the 56 schools had a very well implemented program; there were no schools whose implementation had not improved by the latter part of the year.

Implementation in the two largest Options (Option 1 derived from the Behavior Analysis Model, and Option 4, derived from the Bank Street approach) was generally at a very high level by the end of the year, though there was variation from school to school. Option 5 implementation - this is a local derivative of the Bank Street and Bilingual Models - was average to good by the end of the year, depending on the school. The Best Elements (B) segment of Project Success appeared to be enjoying the same level of implementation as Options 1 and 4, i.e., very good implementation in general by the year's end with some variations among the schools. There was very good implementation of the staff development component in Project Success also. The parent involvement component was likewise at a very high level of implementation by the end of the year.

Three of the five objectives were fully attained. The second grade improvemnt objective in Reading and Mathematics was attained in the Option (0) schools, and the third grade improvement objectives in these two areas were fully attained by both the Option (0) and Best Elements (B) schools. The second grade improvement objective was not attained in the Best Elements (B) schools, and an objective regarding parent volunteer hours had to be considered non-applicable because of the program's late start in the year and inability to collect the information.

It appears that Project Success achieved a very high level of implementation during the latter part of its first year of operation, and this conclusion extends to all three components: the instructional, staff development, and parent involvement. Further, there was full attainment of three of the four applicable objectives, indicating that Project Success, overall, was able to provide the intended program to the Title I children it served.

SCHOOL-COMMUNITY COORDINATOR

Abstract

ADMINISTRATOR:	Alfonso Williams
HEADQUARTERS:	Monroe Administrative Center
TELEPHONE:	351-7266
PBRS CODE:	11-17-505
OPERATING YEARS:	1966-1981
GRADES SERVED:	PK-12
NO. OF PUPILS:	78,035
NO. OF SCHOOLS:	148
NO. OF EMPLOYEES:	Professional 3, Paraprofessional 170, Clerical 2
CURRENT BUDGET:	$3,324,500
SERVICE PROVIDED:	The project employs community residents to work with school children, students, parents, and school staffs, satisfying needs, transmitting information, promoting mutual understanding, and encouraging participation between the school and the community.
EVALUATION TEAM:	Arnold Escourt, Fleta B. Waters*, Mildred Asano

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OBSERVED ACTIVITIES

The School-Community Coordinator (SCC) project's intended mode of operation was implemented as planned. The evaluation team conducted half-day case studies of the activities of 17 SCCs and interviewed three other SCCs at 19 participating schools. Staff development sessions were also attended and observed.

Principals and staff members were observed asking SCCs to visit the homes of Title I eligible children to discuss matters in the areas of behavior, attendance, absence, lateness, cutting, health, basic skills, and work habits with parents. Coordinators initiated out-of-school contacts with parents if they felt the Title I eligible children would be helped. SCCs also furnished assistance to children having problems relating to attendance, faculty or peer relationships, lost articles, clothing needs, etc. SCCs implemented a new thrust of the project by visiting the homes of parents of Title I eligible children whom they had not contacted or served before (initial home visits). Based upon March, 1981 project records, 147 SCCs made 3,343 of these initial home visits to parents of eligible children. These initial contacts represented 30% of the out-of-school visits made during March.

High school SCCs served new Title I children by helping them orient themselves to their new schools and by encouraging their parents to attend cluster meetings and become familiar with the school program. High school coordinators

also went to visit parents to discuss ways to improve the basic skills, work habits, attendance, behavior, and health of referred students. In conjunction with the school staff, SCCs conducted cluster meetings with groups of parents concerning their children's needs. In addition, coordinators involved themselves with the community by disseminating information and working in projects of interest to students and their parents. SCCs also assumed a leading role in disseminating information to parents about the School District's Parent Partnership Workshops.

The project served 148 Title I schools with 159 coordinators. Sixteen schools were served by bilingual coordinators to assist the Spanish-speaking pupils attending them, and 11 of these 16 schools had two SCCs assigned due to the large size of the student population eligible for service. The school-community coordinators were organized into 11 geographical clusters, each under the supervision of an area coordinator. Area coordinators reviewed the daily, weekly, and monthly records of SCCs assigned to them. The project administrator and two supervisors, assisted by the 11 area coordinators, provided staff development for SCCs in four ways: (1) total group meetings of all SCCs, (2) joint meetings of SCC clusters with several area coordinators, (3) single cluster meetings with the area coordinator, and (4) private meetings of one SCC with the area coordinator.

ATTAINMENT OF OBJECTIVES

Objective 1: School-Community Coordinators will complete more than 3.5 out-of-school conferences for each day of service. Conferences will be held primarily with parents or guardians of ESEA, Title I pupils based upon school or self-initiated referrals. In elementary, middle or junior high schools, the major focus of attention will be in the increased parent involvement in the areas of pupil attendance, basic skills, work habit improvement, behavior and health of targeted pupils. In high schools, the major focus of attention will be in the increased parental involvement and support of the entry level pupil.

This objective was attained. Data for three sample months were analyzed. The SCCs averaged 4.1 out-of-school conferences per working day during November, 3.6 in January, and 3.8 in March. Out-of-school conferences held by SCCs included conferences with parents in their homes, in recreation centers, in restaurants, or in other convenient neighborhood locations. Examination of records and on-site observations during visitations by the evaluation team indicated that the elementary, middle, and junior high school SCCs were serving pupils in the areas of major focus in accordance with the criterion. Examination of monthly reports and pupil referral forms maintained by high school coordinators indicated service was provided to entry level pupils and their parents.

Objective 2: School-Community Coordinators will provide in-school service to a minimum of twenty (20) participating ESEA Title I pupils each month relative to their needs or problems. More than half of these will be students not seen during the previous months.

The objective was partially attained. The March monthly reports indicated that SCCs averaged 45 in-school pupil services which exceeded the criterion of 20. However, only 121 of the 148 SCCs, who submitted reports, indicated the number of pupils not previously seen. Based upon the 121 reports, only 29% of the in-school contacts were pupils not previously seen. This fell far short of the expectation. The purpose of this procedure was to encourage SCCs to see as many Title I eligible pupils as possible. Since this was a new specification, training or use of different techniques may be needed to meet this objective.

Objective 3: School-Community Coordinators will provide ten (10) cluster meetings of parents of ESEA Title I children each year, related to topics of concern in the area of needs of children. The "Parent Partnership" meetings can be included in this number. In high schools, at least two cluster meetings will be devoted to the parents or guardians of entry level pupils.

This objective was attained. An end-of-year School Community-Coordinator Cluster Meeting Survey indicated that SCCs averaged 12.7 cluster meetings for parents over the school year -- 2.7 more than the expected ten. Three of the coordinators in senior high schools were sick for long periods of time, and the other 11 indicated holding at least two cluster meetings for parents and guardians of entry level pupils.

IMPACT

The School-Community Coordinator Project has made significant strides in making the services of the coordinators more effective and efficient. New procedures are helping coordinators assist Title I eligible children and their parents. Modifications in the record and reporting system have enabled the supervisors and area coordinators to provide sensitive assistance to the coordinators.

Coordinators have concentrated their attention on the areas of behavior, attendance, health, basic skill improvement, and work habits improvement. Coordinators exceeded the objective of 3.5 home visits daily. They also provided far more than 20 in-school services to pupils each month. The data, although incomplete, indicated that coordinators were not seeing enough new pupils each month.

Coordinators were successful in holding more than ten cluster meetings with parents at the school or at a home in the community. In high schools at least two of these meetings involved parents of entry level pupils. Working with entry level pupils and their parents was planned to prevent dropouts.

Overall, the project has continued to provide a valuable service, allowing the sharing of information and concerns between and among the school, community, and parents. Most importantly, the SCCs have kept parents informed about their children's school needs and problems.